

Characteristics of Private Schools in the United States: Results From the 2019-20 Private School Universe Survey

First Look

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Introduction

In 1988, the National Center for Education Statistics (NCES) developed a private school data collection that improved on the sporadic collection of private school data dating back to 1890 and at the same time developed an alternative to commercially available private school sampling frames. Since 1989, the U.S. Bureau of the Census has conducted the biennial Private School Universe Survey (PSS) for NCES. PSS is designed to generate biennial data on the total number of private schools, students, and teachers, and to build a universe of private schools to serve as a sampling frame of private schools for NCES sample surveys. For more information about the methodology and design of the PSS, please see the Technical Notes section in appendix B of this report.

The target population for the PSS is all schools in the 50 states and the District of Columbia that are not supported primarily by public funds, provide classroom instruction for one or more of grades kindergarten through 12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling, but do not provide classroom instruction, are not included.

The 2019–20 PSS data were collected between October 2019 and July 2020. All data are for the 2019–20 school year except the high school graduate data, which are for the 2018–19 school year.

Because the purpose of this report is to introduce new NCES survey data through the presentation of tables containing descriptive information, only selected findings are listed below. These findings are purely descriptive in nature and are not meant to imply causality. These findings have been chosen to demonstrate the range of information available from the 2019–20 PSS rather than to discuss all of the observed differences, emphasize any particular issue, or make comparisons over time.

The tables in this report contain estimates that show how several measures relate to each other. However, the measures may have many more relationships than shown in the tables. These more complex relationships are not presented in the report. Relationships shown in the report should not be considered causal. Results are weighted to reflect the sampling and survey nonresponse. Comparisons in the findings were tested using Student's *t* tests at a 0.05 level. No adjustments were made for multiple comparisons.

Selected Findings

- In the fall of 2019, there were 30,492 private elementary and secondary schools with 4,652,904 students and 481,200 full-time-equivalent (FTE) teachers in the United States (table C-1).
- Sixty-six percent of private schools, enrolling 76 percent of private school students and employing 68 percent of private school FTE teachers in 2019–20, had a religious orientation or purpose (table C-2).
- Approximately two-thirds of private schools in 2019–20 emphasized a regular elementary or secondary program and 10 percent emphasized early childhood programs. Less than 10 percent emphasized Montessori programs, special programs, special education programs, or alternative programs (table C-3).
- In 2019–20 there were 11,670 private schools in suburban locations, followed by those in cities (10,445), rural areas (5,901), and towns (2,476) (table C-4).
- The largest number of private school students in 2019–20 were enrolled in schools located in cities (2,057,808), followed by those in suburban schools (1,819,082), rural areas (506,957), and then by those in towns (269,057) (table C-5).
- More private school students in 2019–20 were enrolled in kindergarten (433,613) than in any other grade (table C-6).
- The average school size in 2019–20 was 152.6 students across all private schools. Private school size differed by instructional level. On average, elementary/middle schools had 106.1 students, secondary/high schools had 257.7 students, and combined/other schools had 215.8 students (table C-7).
- Forty-one percent of all private schools in 2019–20 enrolled less than 50 students (table C-8).
- Sixty-six percent of private school students in 2019–20 were White non-Hispanic; 12 percent were Hispanic, regardless of race; 9 percent were Black non-Hispanic; 7 percent were Asian non-Hispanic; 5 percent were of Two or more races non-Hispanic, 0.6 percent were American Indian non-Hispanic, and 0.7 percent were Pacific Islander non-Hispanic (table C-9).
- Ninety-five percent of all private schools in 2019–20 enrolled girls and boys while 2 to 3 percent enrolled either all girls or enrolled all boys (table C-10).
- Eighty percent of private school teachers in 2019–20 were full-time teachers. (table C-11).
- The pupil to teacher ratio in 2019–20 was 9.7 across private schools. This ratio ranged from 9.0 for combined schools to 10.2 for secondary and high schools (table C-12).
- Ninety-six percent of 12th-graders enrolled in private schools around October 1, 2018 graduated in 2018–19 and 64 percent of the graduates attended 4-year colleges by the fall of 2019 (table C-13).

- In 2019–20, there were 10,460 private schools that did not report membership in any private school association (table C-14).
- In 2019–20, there were 350,000 or more students enrolled in private schools in California, Florida, and New York (table C-15).

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Appendix A—Glossary

Item references in the appendix can be compared against original item wording in the questionnaire at <https://nces.ed.gov/surveys/pss/pssdata.asp>.

Full-time-equivalent (FTE)

Full-time-equivalent (FTE) quantifies teachers in proportion to a full-time teacher. Private school teachers are assigned an FTE based on respondent-provided information on the number of teachers in each full-time and part-time work status category in item 10.

- *FTE = 1.000*: A teacher works full time.
- *FTE = .875*: A teacher works at least 3/4 time but less than full time.
- *FTE = .625*: A teacher works at least 1/2 time but less than 3/4 time.
- *FTE = .375*: A teacher works at least 1/4 time but less than 1/2 time.
- *FTE = .125*: A teacher works less than 1/4 time.

The number of FTE teachers is calculated by summing the number of FTEs in each work status category.

Graduation rate

The graduation rate is the number of 2018–19 graduates divided by the number of 12th-grade students enrolled around October 1, 2018.

Kindergarten-terminal school

A school is kindergarten-terminal (K-terminal) if kindergarten is the highest grade offered at the school.

Private school

A private school is a school that is not supported primarily by public funds. It must provide classroom instruction for one or more of grades K–12 (or comparable ungraded levels) and have one or more teachers. Organizations or institutions that provide support for home schooling but do not offer classroom instruction for students are not included.

Program emphasis

Private schools are classified by respondents in item 11 according to one of seven types of program emphasis that best describes the school:

- *Regular*: The Private School Survey (PSS) questionnaire does not provide a definition of this term. Regular schools do not specialize in special, vocational/technical, or alternative education; or in having a Montessori or special program emphasis, although they may offer these programs in addition to the regular curriculum.
- *Montessori*: The PSS questionnaire does not provide a definition of this term. Montessori schools provide instruction using Montessori teaching methods.

- *Special program emphasis:* A science/mathematics school, a performing arts high school, a foreign language immersion school, and a talented/gifted school are examples of schools that offer a special program emphasis.
- *Special education:* Special education schools primarily serve students with disabilities.
- *Career/Technical/Vocational:* Career/technical/vocational schools primarily serve students who are being trained for occupations.
- *Alternative:* Alternative schools provide nontraditional education. They fall outside the categories of regular, special education, and vocational education.
- *Early childhood:* Early childhood program schools serve students in prekindergarten, kindergarten, transitional (or readiness) kindergarten, and/or transitional first (or prefirst) grade.

Race/ethnicity

Private school students are classified by respondents in item 6 into seven categories:

- *Hispanic or Latino:* A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. Used interchangeably with the shortened term Hispanic.
- *American Indian or Alaska Native:* A person having origins in any of the original peoples of North and South America (including Central America), not of Hispanic origin. Used interchangeably with the shortened term American Indian.
- *Asian:* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam, not of Hispanic origin.
- *Black or African American:* A person having origins in any of the Black racial groups of Africa, not of Hispanic origin. Used interchangeably with the shortened term Black.
- *Native Hawaiian or Other Pacific Islander:* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands, not of Hispanic origin. Used interchangeably with the shortened term Pacific Islander.
- *White:* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa, not of Hispanic origin.
- *Two or more races:* A person identifying himself or herself as of two or more of the following race groups: American Indian, Asian, Black, Pacific Islander, or White, not of Hispanic origin.

Region

Private schools are assigned to one of four geographic regions:

- *Northeast:* Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania.

- *Midwest*: Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas.
- *South*: Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas; and
- *West*: Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii.

School level

Private schools are first classified using respondent-provided school grades into one of six instructional levels:

- *Elementary*: Grade Ungraded, Kindergarten, 1, 2, 3, or 4 offered, number of elementary grades greater than number of middle grades. If a school has the same number of grades offered at the elementary and middle level the assignment is Elementary.
- *Middle*: Grade 5, 6, 7, or 8 offered, number of middle grades greater than number of elementary or secondary grades.
- *Secondary*: Grade 9, 10, or 11 offered, number of secondary grades greater than number of middle grades, no grade 12 offered. If a school has the same number of grades offered at the middle and high or middle and secondary levels, the level assignment is High or Secondary, respectively.
- *High*: Grade 12 offered, if other secondary grades offered, number of secondary grades greater than number of middle grades
- *Ungraded*: Only ungraded offered.
- *Other*: Both elementary and secondary grades or grades in all 3 levels offered.

Schools that offer instruction in grades 9, 10, 11, and/or 12 that also offer grade PK or K (but instruction in no other grades) will be classified as Secondary or High.

Then the six instructional levels are combined to form three instructional levels:

- Elementary and Middle are aggregated to form *Elementary/middle*.
- Secondary and High are aggregated to form *Secondary/high*.
- Ungraded and Other are aggregated to form *Combined/other*.

Teacher

Any full-time or part-time school staff member who teaches one or more regularly scheduled classes in any of grades K–12 (or comparable ungraded levels).

Transitional kindergarten or transitional first

Extra year of school for either kindergarten-age children who are judged not ready for kindergarten, or for children who have attended kindergarten but have been judged not ready for the first grade.

Typology

Private schools are assigned to one of three major categories (Catholic, other religious, or nonsectarian) and, within each major category, one of three subcategories based on the school's religious affiliation provided by respondents in item 14.

- *Catholic*: Catholic schools are categorized according to governance, provided by Catholic school respondents in item 14c, into *parochial*, *diocesan*, and *private* schools.
- *Other religious*: Other religious schools have a religious orientation or purpose but are not Catholic. Other religious schools are categorized according to religious association membership, provided by respondents in item 15, into Conservative Christian, other affiliated and unaffiliated schools. *Conservative Christian* schools are those “Other religious” schools with membership in at least one of four associations: Accelerated Christian Education, American Association of Christian Schools, Association of Christian Schools International, or Oral Roberts University Education Fellowship. *Other affiliated* schools are those “Other religious” schools not classified as Conservative Christian with membership in at least 1 of 11 associations—Association of Christian Teachers and Schools, Christian Schools International, Evangelical Lutheran Education Association, Friends Council on Education, General Conference of the Seventh-Day Adventist Church, Islamic School League of America, National Association of Episcopal Schools, National Christian School Association, National Society for Hebrew Day Schools, Solomon Schechter Day School Association, Southern Baptist Association of Christian Schools—or indicating membership in “other religious school associations.” *Unaffiliated* schools are those “Other religious” schools that have a religious orientation or purpose but are not classified as Conservative Christian or affiliated.
- *Nonsectarian*: Nonsectarian schools do not have a religious orientation or purpose and are categorized according to program emphasis, provided by respondents in item 12a, into regular, special emphasis, and special education schools. *Regular* schools are those that have a regular elementary/secondary or early childhood program emphasis. *Special emphasis* schools are those that have a Montessori, career/technical/vocational, alternative, or special program emphasis. *Special education* schools are those that have a special education program emphasis.

Ungraded students

Ungraded students are those who are not assigned to a particular grade level (kindergarten, first grade, second grade, etc.). For example, special education centers and alternative schools often classify their students as ungraded. Students in Montessori schools are also considered ungraded if the school assigns them to “primary” and “intermediate” levels instead of specific grades.

Urbanicity type

Urbanicity type is derived from the 12-category, urban-centric locale code (ULOCAL). The urban-centric locale code is based on the school's physical address (or mailing address if the physical address is not reported) and is a measure of a school's location relative to populous areas (Geverdt 2019). For this report, the urban-centric locale codes were aggregated into four urbanicity types:

- *City*: The territory inside an urbanized area and inside a principal city, ULOCALE = 11, 12, or 13 (large, midsize, or small city);
- *Suburb*: The territory outside a principal city and inside an urbanized area, ULOCALE = 21, 22, or 23 (large, midsize, or small suburb);
- *Town*: Territory inside an urban cluster, ULOCALE = 31, 32, or 33 (fringe, distant, or remote town); and
- *Rural*: Census-defined rural territory, ULOCALE = 41, 42, or 43 (fringe, distant, or remote rural area).

Appendix B—Technical Notes

Background

The Private School Universe Survey (PSS) is conducted by the National Center for Education Statistics (NCES) of the United States Department of Education to collect basic information on American private elementary and secondary schools. The PSS grew out of a proposal in 1988, to develop a private school data collection that would improve on the sporadic collection of private school data dating back to 1890 and improve on commercially available private school sampling frames. The PSS is currently designed to generate biennial data on the total number of private schools, teachers, and students, and to build a universe of private schools to serve as a sampling frame for the NCES sample surveys. The PSS was first collected by the U.S. Census Bureau in the 1989–90 school year, with data collections every two years since.

Target Population

The target population for the PSS is all schools located in the 50 states and the District of Columbia that are not supported primarily by public funds, provide classroom instruction for one or more of grades kindergarten through 12 (or comparable ungraded levels), and have one or more teachers. Organizations or institutions that provide support for home schooling, but do not provide classroom instruction are not included.

Content

The 2019–20 PSS instrument consisted of a single school questionnaire designed to be filled out by school administrators and is available on the PSS website at <http://nces.ed.gov/surveys/pss>. Data collected included enrollment by grade, enrollment by race/ethnicity and sex, number of high school graduates from the previous year, number of teachers, program emphasis, school religious orientation or affiliation, association membership, existence and type of kindergarten program, number of days in the school year and length of the school day, and whether the school has a library media center.

Frame Creation

Because the PSS attempts to include every private school in the United States, a universe list of private schools meeting the PSS definition had to be created for the 2019–20 PSS. Since 1983, NCES has used a dual-frame approach for building its private school universe (Beller 1984). The dual frame consists of a list frame and an area frame.

List Frame

The list-building component was the primary means for improving coverage of private schools. The basis for the 2019–20 PSS list frame was the 33,786 private schools from the 2017–18 PSS list and area frames. In order to provide coverage of private schools founded since 2017 and to improve coverage of private schools existing in 2019, NCES received and processed membership lists from 29 private school associations and religious denominations. The departments of education from 51 states (including the District of Columbia) provided lists of private schools. Additional private schools that contacted NCES to be included in the PSS were added as list frame cases.

Beginning in 1995, the PSS private school definition was expanded to include schools for which kindergarten is the highest grade. This entailed a separate list-building operation (Early

Childhood Operation) to identify schools for which kindergarten was the highest grade (kindergarten terminal or K-terminal schools).

Schools on private school association membership lists and the state lists were compared to the base list, and any school that did not match a school on the base list was added to the universe list. A total of 40,682 schools were included in the 2019–20 list frame (table B-1).

Table B-1. Number of responding and nonresponding schools, out-of-scope cases, and school response rate, by frame: 2019–20

Response status	List frame	Area frame	Total frame
Total			
Base-weighted	40,682	12,413	53,095
Unweighted	40,682	2,154	42,836
Response			
Base-weighted	21,350	985	22,335
Unweighted	21,350	222	21,572
Nonresponse			
Base-weighted	7,157	1,000	8,157
Unweighted	7,157	212	7,369
Out-of-scope			
Base-weighted	12,175	10,428	22,603
Unweighted	12,175	1,720	13,895
Response rate			
Base-weighted (percentage)	74.9	49.6	73.3
Unweighted (percentage)	74.9	51.2	74.5

Note: Weighted using the inverse of the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Area Frame

To identify private schools that may have been overlooked in the list-building component, a group of geographic areas was selected to be searched for private schools. The United States is divided by the Census Bureau into 2,062 primary sampling units (PSUs), each PSU consisting of a single county, independent city, or group of contiguous counties. The area frame consists of a sample of these 2,062 PSUs.

A total of 124 distinct PSUs (165 counties) were in the 2019–20 PSS area frame sample (appendix table D-1). Within each of these PSUs, the Census Bureau attempted to find all eligible private schools. A block-by-block listing of all private schools in a sample of PSUs was not attempted. Rather, NPC staff created the frame by using such sources as online yellow pages (yp.com), local Catholic dioceses, local education agencies, and local government offices. The Census Bureau also obtained a list of eligible private schools from area frame sample PSUs from the Data Axle USA database, formerly known as InfoUSA.¹ Once the area search lists were constructed, they were matched with the NCES private school universe list. Schools that did not match the universe list were deleted from the area frame. A total of 2,154 schools were added to the universe from the area frame in 2019–20 (table B-1).

¹ See <https://www.dataaxleusa.com>.

Data Collection

The List Frame followed two data collection tracks: non-Amish schools that were offered an internet response option and schools that do not use internet or telephones (primarily Amish and Mennonite schools) that never receive any reference to an internet response option. The 2019–20 Private School Universe Survey (PSS) data collection began on October 1, 2019 with the internet instrument deployment, and the mailout of a letter to non-Amish schools describing how to respond to the 2019–20 PSS online with a User ID and password. For Amish schools, this first mailing included information about the PSS and their first paper questionnaire with a return envelope, there was no internet insert letter.

On October 15th, the second mail out occurred. Here, non-Amish schools received a paper questionnaire and Amish schools received their second paper questionnaire. Reminder postcards were mailed out to nonresponding Amish schools on October 28, 2019, and to nonresponding non-Amish schools on November 12, 2019.

Because Amish and Mennonite schools do not often possess telephones, a field nonresponse follow up effort targeting these schools ran from January 13 to March 13 (2020). Follow-up of nonresponding non-Amish schools was conducted first by computer-assisted telephone interviewing (CATI) January 13 to March 13 (2020). Both nonresponding list frame and nonresponding area frame cases were included in this CATI operation. Finally, a field nonresponse followup operation was to be conducted for cases that did not respond during the CATI operation, targeting all list frame and area frame nonresponse cases. However, this operation was cancelled due to safety concerns during the global pandemic of 2020. Instead, an e-mail operation was conducted, researching school e-mail addresses, and contacting them with reminder e-mails to respond through the PSS web instrument. Initial e-mails went out on April 15, 2020, with three reminders e-mailed until the final on June 17, 2020. Data collection officially concluded on July 6, 2020, after extending close-out to allot more time for schools to respond online.

Of the 42,836 schools included in the 2019–20 PSS, 13,895 cases were considered as out-of-scope (not eligible for the PSS). A total of 21,572 private schools completed a PSS interview, while 7,369 schools failed to respond. Accounting for differences in probability of selection, the base-weighted response rate was 73.3 percent, which is just under a 7 percent decrease from 2017–18 PSS.

Unit nonresponse bias analysis

Because NCES Statistical Standard 4-4 requires analysis of unit nonresponse bias for any survey stage with a base-weighted response rate of less than 85 percent, the 2019–20 PSS data file was evaluated for potential bias (Broughman et al. forthcoming). Comparisons between the frame and respondent populations were made before and after the nonresponse weighting adjustments were applied to evaluate first the amount of bias measured, and second the extent to which the adjustments reduced or eliminated nonresponse bias. The following section explains the methodology and summarizes the conclusions.

As outlined in appendix B of the *NCES Statistical Standards*, the degree of nonresponse bias is a function of two factors: the nonresponse rate and how much the respondents and nonrespondents

differ on survey variables of interest. The mathematical formulation to estimate bias for a sample mean of variable y is as follows:

$$B(\bar{y}_R) = \bar{y}_R - \bar{y}_T = \left(\frac{n_M}{n_T} \right) (\bar{y}_R - \bar{y}_M)$$

where

\bar{y}_T = the estimated mean based on all eligible sample cases

\bar{y}_R = the estimated mean based only on respondent cases

\bar{y}_M = the estimated mean based only on nonrespondent cases

n_T = the estimated number of cases (i.e., $n_T = n_R + n_M$)

n_M = the estimated number of nonrespondents

n_R = the estimated number of respondents

A variable-free estimate of the bias, referred to as a relative bias, was used to compare biases across all variables included in the analysis. The relative bias for an estimated mean, \bar{y}_R , is calculated using the following formula:

$$RelB(\bar{y}_R) = \frac{B(\bar{y}_R)}{\bar{y}_R}$$

Relative bias was estimated for variables known for respondents and nonrespondents. The variables used were affiliation, grade level of school, enrollment, community type, region, and source of school (list or area frame. There is a very limited amount of information available about nonresponding private schools.

The following steps were followed to compute the relative bias. First, the nonresponse bias was estimated and tested to determine if the bias is significant at the 5 percent level. Second, nonresponse adjustments were applied. The nonresponse adjustments, which are included in the weights, were designed to significantly reduce, or eliminate unit nonresponse bias for variables included in the models. Third, after the weights were computed, any remaining bias was estimated for the variables listed above and statistical tests were performed to check the remaining significant nonresponse bias. For this comparison, nonresponse bias was calculated as the difference between the base-weighted sample proportion and the nonresponse-adjusted respondent proportion, which evaluates the effectiveness of each nonresponse adjustment in mitigating nonresponse bias. Schools found to be ineligible for the PSS were excluded from the analysis.

As shown in table B-2, the weighting adjustments eliminated some significant bias. For all respondents, approximately 88 percent of the variable categories were significantly biased before nonresponse weighting adjustments, and approximately 41 percent were significantly biased after adjustments. The average bias was reduced by 70 percent, from 10 percent to 3 percent.

Table B-2. Summary of 2019–20 PSS nonresponse bias statistics

Nonresponse bias statistic	Total
Before nonresponse adjustment ¹	
Mean estimated absolute percent relative bias	10.31
Median estimated absolute percent relative bias	5.78
Percent of variable categories significantly biased	87.50
After nonresponse adjustment ²	
Mean estimated absolute percent relative bias	2.58
Median estimated absolute percent relative bias	1.45
Percent of variable categories significantly biased	40.63

¹The difference between the base-weighted respondents and the base-weighted sample.

²The difference between the nonresponse adjusted respondents and the base-weighted sample.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Private School Survey (PSS) Data File," 2019–20.

Quality Control and Editing

Data from the interviews went through several edits; the edits consisted of

- range check to eliminate out-of-range entries;
- pre-edits to check for anomalous results;
- consistency edits to compare data in different fields for consistency;
- edits to verify that skip patterns on the questionnaire had been followed; and
- logic edits where data was added to the questionnaire using information from the same PSS record or from the previous PSS record.

Logic Edits

In the logic edits, data were added to questionnaire records when information was missing or incomplete from these sources:

- *Other items on the 2019–20 PSS*—Based on entries from related items on the questionnaire, assumptions were made about how the respondent should have answered items with missing values. For example, if the respondent did not answer item 9a (length of school day for kindergarten, transitional kindergarten, transitional first grade) and item 4 indicated that the school did not have students enrolled in any of those grades, zero (school does not offer kindergarten) was assigned to item 9a.
- *Data from the 2017–18 PSS*—Data from the 2017–18 PSS were used to fill the items with missing values whenever possible. For example, if the type of school was not reported in item 11 and it had been reported on the 2017–18 PSS, the 2017–18 response was copied to item 11.

In addition to filling items where values were missing, some inconsistencies between items were corrected by ratio adjustment. For records where the number of students in item 6 (students by race) did not equal the enrollment in item 5, excluding prekindergarten, the item 6 entries were

adjusted to be consistent with item 5 (i.e., each entry in item 6 was multiplied by the ratio of the student count in item 6 to the enrollment in item 5, excluding prekindergarten).

Weighting

The survey data from the area-frame component were weighted to reflect the sampling rates (probability of selection) of the PSUs. There were 21,572 interviews and 7,369 cases that were noninterviews. After applying the PSU weight, these became 22,335 interviews and 8,157 noninterviews—the base-weighted response rate was 73.3 percent (table B-1).

Imputation

Item Response

The weighted item response rates for the variables used in this report are all greater than 89 percent. Values were imputed to items with missing data to compensate for item nonresponse. The imputation flags are available on the data file so researchers can review the imputation approaches taken.

Imputation

Items still blank after the logic edit were imputed using donor imputation. The imputation process used a hot-deck imputation methodology by extracting data from the record for a school (donor) similar to the nonrespondent. Variables that describe certain characteristics of the schools (e.g., religious affiliation, size, instructional level) were created and used to sort the records and to match incomplete records to those with complete data. Items 12b (whether or not the school was located in a private home that was used primarily as a family residence) and 14 (school association membership) did not go through the donor imputation program. If, after the logic edit, the item was still incomplete, the assumption was made for item 12b that the school was not in a private home, and for item 14 that the school did not belong to any associations. Items 13a and 13c (religious orientation and affiliation) did not go through the donor imputation program. Rather, if values were still missing after the logic edit, the records were reviewed and imputed by an analyst.

Analyst Imputation

For a few items, there were cases where entries were imputed by analysts during data review. The data record, sample file record, and the questionnaire were reviewed and an entry consistent with the information from those sources was imputed. This procedure was used when (1) there was no suitable donor found, (2) the computer method produced an imputed entry that was unacceptable, and (3) the nature of the item required an actual review of the data rather than a computer-generated value.

Sampling Error

The standard error indicates how much variability there is in the population of possible estimates of a parameter for a given sample size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval.

Estimates of standard errors were computed using a technique known as half-sample replication. As with any replication method, half-sample replication involves constructing a number of subsamples (replicates) from the full sample and computing the statistic of interest for each replicate. The mean squared error of the replicate estimates around the full sample provides an estimate of the variance of the statistic (Wolter 1985). A computer program (SUDAAN), developed by Research Triangle Institute, was used to calculate the estimates of standard errors. For PSS, only the area frame contributes to the standard error. Since all list-frame cases are included in the PSS, the list frame component of the standard error is always zero (0). Standard errors for statistics in each table are presented in corresponding tables in Appendix D.

Tests of Significance

The tests of significance used in this analysis are based on Student's t statistics. The t statistic between estimates from various independent subgroups presented in the tables can be computed by using the following formula:

$$t = \frac{x_1 - x_2}{\sqrt{SE_1^2 + SE_2^2}}$$

where x_1 and x_2 are the estimates to be compared (e.g., the means of two groups) and SE_1 and SE_2 are their corresponding standard errors.

As the number of comparisons that are conducted at the same significance increases, it becomes more likely that at least one of the estimated differences becomes significant merely by chance, that is, will be erroneously identified as significantly different from zero. Even when there is no statistical difference between the estimates or percentages being compared, there is a 5 percent chance of getting a significant t value of 1.96 from sampling error alone. As the number of comparisons increases, the incidence of this type of error also increases. Adjustments were not made to the significance tests for multiple comparisons.

Nonsampling Error

Survey estimates are also subject to errors of reporting and errors made in the collection of the data. These errors, called nonsampling errors, can sometimes bias the data. Nonsampling errors may include such things as differences in the respondents' interpretation of the meaning of the questions, differences related to the particular time the survey was conducted, or errors in data preparation. While sampling theory can be used to estimate the sampling variability of an estimate, nonsampling errors usually require either an experiment conducted as part of the data collection procedure or use of data external to the study.

Undercoverage in the list and area frames is another possible source of nonsampling error. To reduce the possible bias caused by undercoverage in the list frame, the area frame was used to complement the list frame through the identification of schools missing from the list frame.

Publication Criteria for PSS Estimates

NCES criteria for the publication of an estimate are based on two category types: (1) surveys based on a sample from the frame or (2) surveys based on the entire frame (universe surveys). To publish an estimate for a sample survey, at least 30 cases must be used in developing the

estimate; for a universe survey, at least three cases must be used in developing the estimate. PSS has pieces of both categories: (1) an area-frame sample of 124 PSUs which collects data on schools not on the list frame and (2) a complete census of schools belonging to the list frame. Since a significant component of a PSS estimate comes from the census of the list frame, the criterion of at least 30 cases seems unnecessarily high. However, since the area-frame component of an estimate can have a large sampling error, some indication of a large sampling error is appropriate. Based on these two concerns, the estimates reported in a PSS table must be based on at least 15 schools. Some of the estimates in this report are footnoted with “Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).” The coefficient of variation measures the precision of an estimate and is defined as the standard error of an estimate divided by the value of the estimate.

Appendix C—Tables

Table C-1. Number and percentage distribution of private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2019–20

Selected characteristic	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	30,492	100.0	4,652,904	100.0	481,200	100.0
Private school typology						
Catholic	6,449	21.2	1,742,968	37.5	139,996	29.1
Parochial	2,196	7.2	493,142	10.6	38,473	8.0
Diocesan	3,081	10.1	833,231	17.9	65,198	13.5
Private	1,172	3.8	416,595	9.0	36,324	7.5
Other religious	13,794	45.2	1,812,687	39.0	185,988	38.7
Conservative Christian	3,698	12.1	590,997	12.7	57,680	12.0
Other affiliated	3,134	10.3	572,256	12.3	61,711	12.8
Unaffiliated	6,962	22.8	649,434	14.0	66,597	13.8
Nonsectarian	10,249	33.6	1,097,249	23.6	155,217	32.3
Regular	4,985	16.3	750,327	16.1	98,789	20.5
Special emphasis	3,470	11.4	227,108	4.9	32,944	6.8
Special education	1,794	5.9	119,815	2.6	23,484	4.9
School level ¹						
Elementary/middle	18,890	61.9	2,003,418	43.1	198,383	41.2
Secondary/high	3,479	11.4	896,318	19.3	87,620	18.2
Combined/other	8,124	26.6	1,753,168	37.7	195,198	40.6
Program emphasis						
Regular elementary/ secondary	21,083	69.1	4,145,030	89.1	403,777	83.9
Montessori	2,566	8.4	98,631	2.1	17,758	3.7
Special program emphasis	929	3.0	149,666	3.2	17,478	3.6
Special education	2,025	6.6	133,136	2.9	25,761	5.4
Vocational/technical	‡	‡	‡	‡	‡	‡
Alternative	843	2.8	75,994	1.6	7,638	1.6
Early childhood	3,033	9.9	49,244	1.1	8,630	1.8
Size (number of students)						
Less than 50	12,636	41.4	270,534	5.8	48,372	10.1
50–149	8,223	27.0	757,820	16.3	95,329	19.8
150–299	5,271	17.3	1,106,966	23.8	108,689	22.6
300–499	2,460	8.1	939,168	20.2	86,770	18.0
500–749	1,064	3.5	643,984	13.8	60,676	12.6
750 or more	838	2.7	934,433	20.1	81,365	16.9
Region						
Northeast	6,739	22.1	982,265	21.1	114,510	23.8
Midwest	7,057	23.1	1,062,916	22.8	97,337	20.2
South	10,671	35.0	1,695,730	36.4	180,843	37.6
West	6,025	19.8	911,994	19.6	88,510	18.4

See notes at end of table.

**Table C-1. Number and percentage distribution of private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2019–20—
Continued**

Selected characteristic	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Urbanicity type						
City	10,445	34.3	2,057,808	44.2	210,716	43.8
Suburban	11,670	38.3	1,819,082	39.1	188,092	39.1
Town	2,476	8.1	269,057	5.8	27,199	5.7
Rural	5,901	19.4	506,957	10.9	55,194	11.5

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019-20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-2. Number and percentage distribution of private schools, students, and full-time equivalent (FTE) teachers, by religious or nonsectarian orientation of school: United States, 2019–20

Religious or nonsectarian orientation	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	30,492	100.0	4,652,904	100.0	481,200	100.0
Religious orientation	20,241	66.4	3,555,570	76.4	325,971	67.7
Roman Catholic	6,449	21.2	1,742,968	37.5	139,996	29.1
African Methodist Episcopal	‡	‡	‡	‡	‡	‡
Amish	1,408	4.6	42,208	0.9	2,480	0.5
Assembly of God	198	0.7	27,945	0.6	2,577	0.5
Baptist	1,763	5.8	198,097	4.3	20,387	4.2
Brethren	49	0.2	4,578	0.1	433	0.1
Calvinist	108	0.4	27,719	0.6	2,246	0.5
Christian (unspecified)	4,451	14.6	697,175	15.0	69,837	14.5
Church of Christ	121	0.4	24,779	0.5	2,273	0.5
Church of God	57	0.2	8,257	0.2	722	0.1
Church of God in Christ	‡	‡	‡	‡	‡	‡
Church of the Nazarene	49	0.2	5,205	0.1	489	0.1
Disciples of Christ	‡	‡	‡	‡	‡	‡
Episcopal	386	1.3	102,024	2.2	13,444	2.8
Friends	79	0.3	17,989	0.4	2,481	0.5
Greek Orthodox	41!	0.1!	4,140	0.1	474!	0.1!
Islamic	284	0.9	43,420	0.9	5,303	1.1
Jewish	1,067	3.5	264,895	5.7	31,000	6.4
Latter Day Saints	‡	‡	‡	‡	‡	‡
Lutheran Church—Missouri Synod	942	3.1	118,178	2.5	9,990	2.1
Evangelical Lutheran Church in America	102	0.3	8,514	0.2	829	0.2
Wisconsin Evangelical Lutheran Synod	318	1.0	31,846	0.7	2,518	0.5
Other Lutheran	71	0.2	4,777	0.1	438	0.1
Mennonite	474	1.6	25,445	0.5	2,533	0.5
Methodist	306	1.0	14,258	0.3	1,910	0.4
Pentecostal	314	1.0	20,906	0.4	2,211	0.5
Presbyterian	207	0.7	37,282	0.8	3,697	0.8
Seventh-Day Adventist	724	2.4	48,370	1.0	3,742	0.8
Other	232	0.8	30,685	0.7	3,547	0.7
Nonsectarian	10,251	33.6	1,097,334	23.6	155,229	32.3

Rounds to zero.

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. There are fewer than 15 sample cases.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-3. Percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2019–20

Selected characteristic	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	69.1	8.4	3.0	6.6	‡	2.8	9.9
Private school typology							
Catholic	95.9	0.8	0.9	0.8	‡	0.4	1.1
Parochial	97.4	‡	0.9	0.0	‡	‡	1.3
Diocesan	96.8	‡	0.7	1.2	‡	‡	‡
Private	91.0	2.6	‡	‡	‡	‡	2.3
Other religious	84.7	1.5	2.1	1.3	‡	1.7	8.6
Conservative Christian	93.0	‡	1.4	1.1	‡	1.7	2.3
Other affiliated	86.0	1.3	3.5	0.7	‡	1.2	7.2
Unaffiliated	79.6	2.2	1.8	1.6	‡	2.0	12.7
Nonsectarian	31.4	22.5	5.7	17.5	‡	5.6	17.3
Regular	64.5	†	†	†	†	†	35.5
Special emphasis	†	66.5	16.7	†	‡	16.6	†
Special education	†	†	†	100.0	†	†	†
School level ¹							
Elementary/middle	65.5	12.7	2.6	1.9	‡	1.3	16.0
Secondary/high	74.3	‡	4.1	11.1	‡	9.7	†
Combined/other	75.3	1.8	3.7	15.8	‡	3.2	‡
Size (number of students)							
Less than 50	46.1	15.3	2.4	8.7	‡	4.2	23.2
50–149	76.8	6.3	4.1	9.1	‡	2.8	1.0
150–299	91.2	1.8	3.1	2.8	‡	0.7	‡
300–499	94.1	‡	3.2	1.3	‡	‡	‡
500–749	97.3	0.0	‡	‡	‡	‡	0.0
750 or more	94.4	‡	3.5	0.0	‡	‡	0.0
Region							
Northeast	66.4	6.1	2.4	10.9	‡	2.6	11.6
Midwest	80.4	7.3	1.9	3.4	‡	1.4	5.4
South	66.5	8.0	3.2	7.2	‡	3.0	12.0
West	63.6	12.9	4.8	4.7	‡	4.1	9.8
Urbanicity type							
City	67.8	9.3	3.8	6.9	‡	2.9	9.1
Suburban	60.0	10.9	3.0	8.3	‡	2.8	15.0
Town	83.8	5.1	2.2	2.7	‡	1.9	4.3
Rural	83.5	3.3	2.1	4.6	‡	2.9	3.7

† Not applicable.

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-4. Number and percentage distribution of private schools, by urbanicity type and selected characteristics: United States, 2019–20

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	30,492	100.0	10,445	100.0	11,670	100.0	2,476	100.0	5,901	100.0
Private school typology										
Catholic	6,449	21.2	2,630	25.2	2,418	20.7	898	36.3	503	8.5
Parochial	2,196	7.2	829	7.9	842	7.2	367	14.8	157	2.7
Diocesan	3,081	10.1	1,226	11.7	1,179	10.1	450	18.2	226	3.8
Private	1,172	3.8	575	5.5	397	3.4	81	3.3	120	2.0
Other religious	13,794	45.2	4,086	39.1	4,359	37.4	1,179	47.6	4,170	70.7
Conservative Christian	3,698	12.1	1,045	10.0	1,273	10.9	456	18.4	924	15.7
Other affiliated	3,134	10.3	1,244	11.9	1,127	9.7	266	10.7	497	8.4
Unaffiliated	6,962	22.8	1,796	17.2	1,958	16.8	458	18.5	2,749	46.6
Nonsectarian	10,249	33.6	3,730	35.7	4,893	41.9	398	16.1	1,228	20.8
Regular	4,985	16.3	1,773	17.0	2,432	20.8	171	6.9	608	10.3
Special emphasis	3,470	11.4	1,322	12.7	1,608	13.8	166	6.7	374	6.3
Special education	1,794	5.9	634	6.1	853	7.3	61	2.5	246	4.2
School level ¹										
Elementary/middle	18,890	61.9	6,445	61.7	7,560	64.8	1,555	62.8	3,329	56.4
Secondary/high	3,479	11.4	1,437	13.8	1,226	10.5	189	7.7	626	10.6
Combined/other	8,124	26.6	2,563	24.5	2,884	24.7	731	29.5	1,946	33.0
Program emphasis										
Regular elementary/secondary	21,083	69.1	7,086	67.8	6,998	60.0	2,074	83.8	4,925	83.5
Montessori	2,566	8.4	974	9.3	1,273	10.9	126	5.1	193	3.3
Special program emphasis	929	3.0	397	3.8	352	3.0	55	2.2	125	2.1
Special education	2,025	6.6	723	6.9	966	8.3	67	2.7	269	4.6
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	843	2.8	305	2.9	321	2.8	47	1.9	169	2.9
Early childhood	3,033	9.9	954	9.1	1,755	15.0	106	4.3	217	3.7
Size (number of students)										
Less than 50	12,636	41.4	3,476	33.3	4,820	41.3	844	34.1	3,497	59.3
50–149	8,223	27.0	2,690	25.8	2,988	25.6	1,071	43.3	1,473	25.0
150–299	5,271	17.3	2,161	20.7	2,086	17.9	420	17.0	603	10.2
300–499	2,460	8.1	1,098	10.5	1,033	8.8	108	4.4	221	3.7
500–749	1,064	3.5	534	5.1	441	3.8	23	0.9	66	1.1
750 or more	838	2.7	486	4.7	303	2.6	‡	‡	41	0.7

See notes at end of table.

Table C-4. Number and percentage distribution of private schools, by urbanicity type and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region										
Northeast	6,739	22.1	1,643	15.7	3,171	27.2	271	10.9	1,654	28.0
Midwest	7,057	23.1	1,877	18.0	2,295	19.7	1,003	40.5	1,882	31.9
South	10,671	35.0	4,085	39.1	4,077	34.9	724	29.3	1,785	30.2
West	6,025	19.8	2,840	27.2	2,127	18.2	478	19.3	581	9.8

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-5. Number and percentage distribution of private school students, by urbanicity type and selected characteristics: United States, 2019–20

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	4,652,904	100.0	2,057,808	100.0	1,819,082	100.0	269,057	100.0	506,957	100.0
Private school typology										
Catholic	1,742,968	37.5	843,318	41.0	683,296	37.6	134,481	50.0	81,872	16.1
Parochial	493,142	10.6	215,166	10.5	198,156	10.9	58,660	21.8	21,160	4.2
Diocesan	833,231	17.9	397,762	19.3	335,696	18.5	62,711	23.3	37,061	7.3
Private	416,595	9.0	230,390	11.2	149,444	8.2	13,110	4.9	23,651	4.7
Other religious	1,812,687	39.0	706,064	34.3	704,388	38.7	103,252	38.4	298,984	59.0
Conservative Christian	590,997	12.7	205,899	10.0	240,134	13.2	42,299	15.7	102,666	20.3
Other affiliated	572,256	12.3	251,324	12.2	236,856	13.0	30,149	11.2	53,928	10.6
Unaffiliated	649,434	14.0	248,841	12.1	227,398	12.5	30,805	11.4	142,390	28.1
Nonsectarian	1,097,249	23.6	508,426	24.7	431,398	23.7	31,323	11.6	126,102	24.9
Regular	750,327	16.1	366,387	17.8	273,421	15.0	21,096	7.8	89,423	17.6
Special emphasis	227,108	4.9	95,416	4.6	100,401	5.5	7,121	2.6	24,169	4.8
Special education	119,815	2.6	46,623	2.3	57,576	3.2	3,106	1.2	12,509	2.5
School level ¹										
Elementary/middle	2,003,418	43.1	874,381	42.5	829,376	45.6	135,157	50.2	164,504	32.4
Secondary/high	896,318	19.3	437,690	21.3	353,136	19.4	27,113	10.1	78,379	15.5
Combined/other	1,753,168	37.7	745,737	36.2	636,571	35.0	106,787	39.7	264,074	52.1
Program emphasis										
Regular elementary/secondary	4,145,030	89.1	1,842,767	89.6	1,592,379	87.5	253,096	94.1	456,788	90.1
Montessori	98,631	2.1	44,700	2.2	43,272	2.4	3,642	1.4	7,016	1.4
Special program emphasis	149,666	3.2	74,166	3.6	51,713	2.8	4,487	1.7	19,301	3.8
Special education	133,136	2.9	52,178	2.5	64,532	3.5	3,286	1.2	13,140	2.6
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	75,994	1.6	27,088	1.3	39,315	2.2	2,255	0.8	7,336	1.4
Early childhood	49,244	1.1	16,336	0.8	27,867	1.5	2,008	0.7	3,034	0.6
Size (number of students)										
Less than 50	270,534	5.8	72,488	3.5	91,673	5.0	19,594	7.3	86,779	17.1
50–149	757,820	16.3	253,133	12.3	277,214	15.2	99,536	37.0	127,936	25.2
150–299	1,106,966	23.8	460,499	22.4	434,880	23.9	85,716	31.9	125,871	24.8
300–499	939,168	20.2	419,941	20.4	395,999	21.8	41,600	15.5	81,627	16.1
500–749	643,984	13.8	325,120	15.8	266,377	14.6	12,907	4.8	39,580	7.8
750 or more	934,433	20.1	526,626	25.6	352,938	19.4	‡	‡	45,165	8.9

See notes at end of table.

Table C-5. Number and percentage distribution of private school students, by urbanicity type and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region										
Northeast	982,265	21.1	364,454	17.7	493,358	27.1	22,453	8.3	101,999	20.1
Midwest	1,062,916	22.8	407,389	19.8	398,998	21.9	126,445	47.0	130,084	25.7
South	1,695,730	36.4	781,380	38.0	617,821	34.0	79,335	29.5	217,194	42.8
West	911,994	19.6	504,584	24.5	308,906	17.0	40,824	15.2	57,680	11.4

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019-20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019-20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-6. Number and percentage distribution of private school students, by grade and private school typology: United States, 2019–20

Private school typology	Kindergarten ¹		First grade		Second grade		Third grade		Fourth grade	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	433,613	100.0	339,219	100.0	330,731	100.0	333,461	100.0	331,301	100.0
Catholic	132,847	30.6	120,848	35.6	119,749	36.2	122,542	36.7	122,701	37.0
Parochial	54,364	12.5	48,427	14.3	47,665	14.4	48,978	14.7	48,881	14.8
Diocesan	66,261	15.3	61,139	18.0	60,829	18.4	61,471	18.4	61,569	18.6
Private	12,222	2.8	11,283	3.3	11,256	3.4	12,092	3.6	12,251	3.7
Other religious	181,936	42.0	151,261	44.6	146,564	44.3	145,905	43.8	143,574	43.3
Conservative										
Christian	56,155	13.0	46,739	13.8	45,914	13.9	45,572	13.7	45,074	13.6
Other affiliated	56,235	13.0	46,622	13.7	46,015	13.9	45,755	13.7	45,233	13.7
Unaffiliated	69,547	16.0	57,900	17.1	54,635	16.5	54,577	16.4	53,266	16.1
Nonsectarian	118,830	27.4	67,110	19.8	64,418	19.5	65,014	19.5	65,026	19.6
Regular	77,222	17.8	45,806	13.5	44,090	13.3	44,273	13.3	45,053	13.6
Special emphasis	38,830	9.0	18,788	5.5	16,747	5.1	15,782	4.7	14,106	4.3
Special education	2,777	0.6	2,516	0.7	3,581	1.1	4,959	1.5	5,867	1.8
Private school typology	Fifth grade		Sixth grade		Seventh grade		Eighth grade		Ninth grade	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	339,650	100.0	359,076	100.0	358,824	100.0	360,513	100.0	357,811	100.0
Catholic	127,481	37.5	133,138	37.1	134,229	37.4	135,138	37.5	149,698	41.8
Parochial	49,934	14.7	50,373	14.0	48,986	13.7	47,557	13.2	12,134	3.4
Diocesan	63,600	18.7	64,907	18.1	64,205	17.9	64,801	18.0	66,484	18.6
Private	13,948	4.1	17,858	5.0	21,039	5.9	22,780	6.3	71,080	19.9
Other religious	143,868	42.4	148,928	41.5	145,209	40.5	142,157	39.4	118,005	33.0
Conservative										
Christian	45,812	13.5	48,234	13.4	47,620	13.3	46,577	12.9	41,556	11.6
Other affiliated	45,043	13.3	46,973	13.1	46,686	13.0	45,808	12.7	37,224	10.4
Unaffiliated	53,013	15.6	53,720	15.0	50,903	14.2	49,772	13.8	39,225	11.0
Nonsectarian	68,301	20.1	77,011	21.4	79,387	22.1	83,218	23.1	90,108	25.2
Regular	47,598	14.0	53,877	15.0	56,848	15.8	58,980	16.4	66,718	18.6
Special emphasis	13,712	4.0	14,755	4.1	13,550	3.8	14,367	4.0	13,366	3.7
Special education	6,992	2.1	8,379	2.3	8,989	2.5	9,872	2.7	10,024	2.8
Private school typology	Tenth grade		Eleventh grade		Twelfth grade		Ungraded			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent		
Total	357,216	100.0	353,073	100.0	347,351	100.0	51,065	100.0		
Catholic	148,704	41.6	146,453	41.5	144,761	41.7	4,679	9.2		
Parochial	11,664	3.3	11,783	3.3	11,645	3.4	753	1.5		
Diocesan	65,732	18.4	65,112	18.4	64,463	18.6	2,658	5.2		
Private	71,308	20.0	69,558	19.7	68,653	19.8	1,268	2.5		
Other religious	116,586	32.6	111,887	31.7	108,072	31.1	8,738	17.1		
Conservative										
Christian	41,137	11.5	40,032	11.3	38,572	11.1	2,003	3.9		
Other affiliated	37,654	10.5	36,018	10.2	34,611	10.0	2,380	4.7		
Unaffiliated	37,795	10.6	35,837	10.2	34,888	10.0	4,356	8.5		
Nonsectarian	91,926	25.7	94,734	26.8	94,519	27.2	37,647	73.7		
Regular	68,024	19.0	69,154	19.6	68,417	19.7	4,267	8.4		
Special emphasis	13,803	3.9	15,196	4.3	14,391	4.1	9,714	19.0		
Special education	10,100	2.8	10,384	2.9	11,711	3.4	23,666	46.3		

¹The count for kindergarten students also includes transitional kindergarten and transitional first grade students.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-7. Average private school size, by school level and selected characteristics: United States, 2019–20

Selected characteristic	Average number of students			
	Total	Elementary/middle ¹	Secondary/high ¹	Combined/other ¹
Total	152.6	106.1	257.7	215.8
Private school typology				
Catholic	270.3	210.6	502.5	361.2
Parochial	224.6	210.9	359.4	359.5
Diocesan	270.4	218.0	514.2	350.0
Private	355.3	170.4	522.8	369.0
Other religious	131.4	81.6	159.8	200.5
Conservative Christian	159.8	100.6	142.6	187.0
Other affiliated	182.6	118.8	192.0	313.0
Unaffiliated	93.3	62.3	143.4	162.1
Nonsectarian	107.1	53.7	131.9	223.4
Regular	150.5	63.6	196.2	396.5
Special emphasis	65.4	41.8	106.0	181.0
Special education	66.8	53.4	38.8	79.8
Program emphasis				
Regular elementary/secondary	196.6	144.7	318.3	250.2
Montessori	38.4	34.3	‡	103.3
Special program emphasis	161.1	102.8	171.2	250.3
Special education	65.8	54.4	38.4	77.1
Vocational/technical	‡	‡	‡	‡
Alternative	90.2	45.6	95.1	125.8
Early childhood	16.2	16.2	†	‡
Size (number of students)				
Less than 50	21.4	19.7	23.7	26.9
50–149	92.2	93.7	87.5	90.5
150–299	210.0	206.6	219.4	214.3
300–499	381.8	378.4	389.1	382.7
500–749	605.3	587.0	607.4	613.9
750 or more	1114.4	1086.9	1069.6	1145.5
Region				
Northeast	145.8	102.4	257.4	190.9
Midwest	150.6	115.6	316.2	201.7
South	158.9	97.0	223.9	228.7
West	151.4	110.5	252.9	220.1
Urbanicity type				
City	197.0	135.7	304.6	291.0
Suburban	155.9	109.7	288.0	220.7
Town	108.7	86.9	143.1	146.2
Rural	85.9	49.4	125.2	135.7

† Not applicable.

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-8. Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2019–20

Selected characteristic	Less than 50 students		50–149 students		150–299 students		300–499 students		500–749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	12,636	41.4	8,223	27.0	5,271	17.3	2,460	8.1	1,064	3.5	838	2.7
Private school typology												
Catholic	360	5.6	1,732	26.9	2,428	37.6	1,175	18.2	447	6.9	307	4.8
Parochial	102	4.6	647	29.5	945	43.0	378	17.2	105	4.8	‡	‡
Diocesan	123	4.0	838	27.2	1,175	38.1	598	19.4	210	6.8	137	4.4
Private	135	11.5	246	21.0	308	26.3	199	17.0	131	11.2	152	13.0
Other religious	6,289	45.6	3,999	29.0	1,966	14.3	848	6.1	387	2.8	304	2.2
Conservative												
Christian	1,179	31.9	1,267	34.3	704	19.0	312	8.4	144	3.9	91	2.5
Other affiliated	1,011	32.2	1,003	32.0	597	19.1	265	8.5	134	4.3	123	3.9
Unaffiliated	4,100	58.9	1,728	24.8	664	9.5	271	3.9	108	1.6	90	1.3
Nonsectarian	5,986	58.4	2,492	24.3	877	8.6	437	4.3	230	2.2	227	2.2
Regular	2,666	53.5	1,016	20.4	544	10.9	347	7.0	215	4.3	197	3.9
Special emphasis	2,350	67.7	822	23.7	199	5.7	58	1.7	‡	0.3	30	0.9
Special education	971	54.1	654	36.5	134	7.5	32	1.8	‡	0.2	0	0.0
School level ¹												
Elementary/middle	9,113	48.2	4,975	26.3	3,264	17.3	1,209	6.4	262	1.4	67	0.4
Secondary/high	1,143	32.9	744	21.4	499	14.3	474	13.6	327	9.4	292	8.4
Combined/other	2,380	29.3	2,504	30.8	1,508	18.6	777	9.6	475	5.9	480	5.9
Program emphasis												
Regular elementary/secondary	5,824	27.6	6,312	29.9	4,806	22.8	2,315	11.0	1,035	4.9	791	3.8
Montessori	1,938	75.5	517	20.2	95	3.7	‡	‡	0	0.0	‡	‡
Special program emphasis	305	32.8	334	36.0	165	17.8	79	8.5	‡	‡	29	3.1
Special education	1,097	54.2	744	36.8	149	7.3	32	1.6	‡	‡	0	0.0
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	534	63.4	229	27.1	35	4.1	‡	‡	‡	‡	‡	‡
Early childhood	2,931	96.6	83	2.7	‡	‡	‡	‡	0	0.0	0	0.0

See notes at end of table.

**Table C-8. Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2019–20—
Continued**

Selected characteristic	Less than 50 students		50–149 students		150–299 students		300–499 students		500–749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region												
Northeast	3,042	45.1	1,698	25.2	1,126	16.7	461	6.8	244	3.6	167	2.5
Midwest	2,604	36.9	2,144	30.4	1,326	18.8	604	8.6	232	3.3	146	2.1
South	4,540	42.5	2,771	26.0	1,674	15.7	896	8.4	421	3.9	369	3.5
West	2,451	40.7	1,609	26.7	1,144	19.0	498	8.3	167	2.8	156	2.6
Urbanicity type												
City	3,476	33.3	2,690	25.8	2,161	20.7	1,098	10.5	534	5.1	486	4.7
Suburban	4,820	41.3	2,988	25.6	2,086	17.9	1,033	8.8	441	3.8	303	2.6
Town	844	34.1	1,071	43.3	420	17.0	108	4.4	23	0.9	‡	‡
Rural	3,497	59.3	1,473	25.0	603	10.2	221	3.7	66	1.1	41	0.7

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-9. Percentage distribution of private school students, by racial/ethnic background and selected characteristics: United States, 2019–20

Selected characteristic	Race/Ethnicity ¹						
	American Indian, non-Hispanic	Asian, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
Total	0.6	6.6	9.4	11.8	0.7	65.6	5.3
Private school typology							
Catholic	0.5	5.1	8.3	17.3	0.6	63.0	5.1
Parochial	0.3	4.6	6.8	17.1	0.6	65.5	5.0
Diocesan	0.4	5.1	7.7	17.7	0.6	63.5	5.1
Private	1.0	5.9	11.4	16.6	0.7	59.1	5.4
Other religious	0.6	5.1	10.3	8.1	0.8	71.1	4.0
Conservative Christian	0.7	5.3	11.2	9.2	0.8	68.6	4.3
Other affiliated	0.3	5.5	8.8	7.4	0.7	73.2	4.1
Unaffiliated	0.6	4.5	10.9	7.7	0.9	71.6	3.8
Nonsectarian	0.6	11.5	9.8	9.2	0.7	60.6	7.6
Regular	0.5	12.0	9.0	8.1	0.7	61.7	8.0
Special emphasis	1.0	13.9	8.1	10.4	0.6	57.8	8.3
Special education	0.7	3.8	18.2	14.3	0.4	58.5	4.0
School level ²							
Elementary/middle	0.5	5.9	8.9	13.7	0.6	65.1	5.4
Secondary/high	0.5	7.7	9.5	14.0	0.5	62.7	5.2
Combined/other	0.7	6.9	10.1	8.5	0.9	67.7	5.2
Program emphasis							
Regular elementary/secondary	0.5	6.3	9.2	11.8	0.7	66.4	5.2
Montessori	0.9	13.1	7.2	10.7	0.9	59.7	7.6
Special program emphasis	0.7	14.0	8.6	9.8	0.4	58.3	8.1
Special education	0.8	3.7	17.9	14.4	0.4	59.0	3.8
Vocational/technical	‡	‡	‡	‡	‡	‡	‡
Alternative	1.1	5.7	13.1	12.7	1.1	60.3	6.0
Early childhood	0.5	8.7	10.3	12.3	0.7	62.7	4.7
Size (number of students)							
Less than 50	0.9	5.3	12.1	10.6	0.7	66.6	3.8
50–149	0.8	5.3	12.2	12.4	0.6	64.3	4.3
150–299	0.5	6.3	10.4	15.1	0.6	61.7	5.4
300–499	0.6	6.7	8.9	12.0	0.6	66.0	5.2
500–749	0.4	6.7	7.3	9.0	0.5	70.4	5.6
750 or more	0.5	8.2	7.3	9.4	1.2	67.3	6.1
Region							
Northeast	0.3	6.3	9.1	8.8	0.3	70.9	4.4
Midwest	0.5	4.1	9.3	8.8	0.2	73.2	3.9
South	0.4	5.1	12.4	12.7	0.4	64.9	4.2
West	1.1	12.8	4.6	16.9	2.2	52.4	9.9

See notes at end of table.

Table C-9. Percentage distribution of private school students, by racial/ethnic background and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Race/Ethnicity ¹						
	American Indian, non-Hispanic	Asian, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
Urbanicity type							
City	0.4	7.5	11.1	13.4	0.8	60.7	6.1
Suburban	0.5	7.0	9.6	12.7	0.5	64.4	5.3
Town	0.9	2.6	4.1	6.7	1.2	81.8	2.8
Rural	1.3	3.7	5.1	5.2	0.5	81.2	3.1

‡ Reporting standards not met. There are fewer than 15 sample cases.

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

¹ Hispanic includes Latino, American Indian includes Native American, Black includes African American, and Pacific Islander includes Native Hawaiian.

² Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades.

High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-10. Percentage male enrollment in private schools and percentage distribution of private schools, by sex of students and selected characteristics: United States, 2019–20

Selected characteristic	Male enrollment	Sex of students		
		Coed schools	All-girls schools	All-boys schools
Total	51.8	95.3	2.1	2.6
Private school typology				
Catholic	51.5	93.1	3.5	3.4
Parochial	51.1	99.0	‡	‡
Diocesan	50.7	97.7	1.1	1.2
Private	53.5	69.8	15.4	14.9
Other religious	51.3	95.5	1.9	2.6
Conservative Christian	51.7	99.0	‡	0.6
Other affiliated	51.7	92.4	3.6	4.1
Unaffiliated	50.7	95.0	2.0	3.1
Nonsectarian	53.0	96.6	1.4	2.0
Regular	50.7	96.1	1.8	2.1
Special emphasis	52.4	97.5	1.0	1.5
Special education	69.0	96.3	‡	2.9
School level ¹				
Elementary/middle	51.4	98.4	0.7	0.9
Secondary/high	52.4	74.3	11.4	14.2
Combined/other	51.9	97.3	1.2	1.6
Program emphasis				
Regular elementary/ secondary	51.4	94.5	2.5	3.0
Montessori	50.6	99.5	‡	‡
Special program emphasis	51.2	94.3	‡	3.6
Special education	68.3	95.8	‡	3.3
Vocational/technical	‡	‡	‡	‡
Alternative	50.6	88.3	4.0	7.7
Early childhood	43.9	99.5	‡	‡
Size (number of students)				
Less than 50	53.1	96.8	1.3	1.9
50–149	53.7	96.4	1.2	2.4
150–299	51.1	95.7	2.3	2.0
300–499	49.9	92.8	4.6	2.5
500–749	49.5	85.2	8.2	6.7
750 or more	54.1	81.5	5.1	13.4
Region				
Northeast	52.3	90.0	4.2	5.8
Midwest	51.4	97.2	1.2	1.5
South	52.3	96.6	1.4	2.0
West	50.7	96.8	1.7	1.4

See notes at end of table.

Table C-10. Percentage male enrollment in private schools and percentage distribution of private schools by coeducational category and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Male enrollment	Sex of students		
		Coed schools	All-girls schools	All-boys schools
Urbanicity type				
City	51.1	93.5	3.2	3.3
Suburban	52.3	95.8	1.8	2.5
Town	52.1	98.9	‡	‡
Rural	52.3	96.4	1.2	2.5

‡ Reporting standards not met. There are fewer than 15 sample cases or the coefficient of variation for this estimate is 50 percent or greater.

¹ Schools are assigned to one of three school level categories in the 2019-20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-11. Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2019–20

Selected characteristic	Total		Work status									
			Full time		3/4 time but less than 100		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	529,574	100.0	421,228	79.5	25,227	4.8	43,401	8.2	22,240	4.2	17,477	3.3
Private school typology												
Catholic	149,332	100.0	127,033	85.1	5,530	3.7	9,643	6.5	4,553	3.0	2,574	1.7
Parochial	41,315	100.0	34,609	83.8	1,538	3.7	2,943	7.1	1,514	3.7	711	1.7
Diocesan	69,290	100.0	59,081	85.3	2,777	4.0	4,497	6.5	1,919	2.8	1,016	1.5
Private	38,728	100.0	33,343	86.1	1,216	3.1	2,202	5.7	1,121	2.9	846	2.2
Other religious	211,745	100.0	155,683	73.5	11,477	5.4	23,138	10.9	12,050	5.7	9,397	4.4
Conservative Christian	64,781	100.0	49,794	76.9	3,143	4.9	5,621	8.7	3,252	5.0	2,972	4.6
Other affiliated	71,276	100.0	50,513	70.9	3,758	5.3	9,071	12.7	4,862	6.8	3,072	4.3
Unaffiliated	75,688	100.0	55,375	73.2	4,576	6.0	8,446	11.2	3,937	5.2	3,354	4.4
Nonsectarian	168,497	100.0	138,513	82.2	8,220	4.9	10,620	6.3	5,637	3.3	5,506	3.3
Regular	105,889	100.0	88,926	84.0	4,876	4.6	6,543	6.2	3,118	2.9	2,426	2.3
Special emphasis	37,494	100.0	28,019	74.7	2,368	6.3	2,982	8.0	1,787	4.8	2,337	6.2
Special education	25,114	100.0	21,568	85.9	976	3.9	1,095	4.4	732	2.9	743	3.0
School level ¹												
Elementary/middle	218,553	100.0	171,113	78.3	11,761	5.4	20,422	9.3	8,672	4.0	6,586	3.0
Secondary/high	97,087	100.0	77,059	79.4	4,246	4.4	7,229	7.4	4,896	5.0	3,657	3.8
Combined/other	213,934	100.0	173,056	80.9	9,220	4.3	15,750	7.4	8,672	4.1	7,235	3.4
Program emphasis												
Regular elementary/secondary	442,294	100.0	354,997	80.3	20,061	4.5	36,134	8.2	18,248	4.1	12,854	2.9
Montessori	19,802	100.0	15,285	77.2	1,302	6.6	1,467	7.4	718	3.6	1,030	5.2
Special program emphasis	20,607	100.0	14,499	70.4	1,173	5.7	2,020	9.8	1,269	6.2	1,646	8.0
Special education	27,631	100.0	23,463	84.9	1,188	4.3	1,341	4.9	820	3.0	819	3.0
Vocational/technical	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Alternative	9,195	100.0	5,884	64.0	707	7.7	1,191	13.0	833	9.1	579	6.3
Early childhood	9,875	100.0	6,975	70.6	766	7.8	1,243	12.6	342	3.5	548	5.5
Size (number of students)												
Less than 50	56,919	100.0	39,420	69.3	4,201	7.4	5,401	9.5	3,396	6.0	4,502	7.9
50–149	109,064	100.0	79,665	73.0	6,267	5.7	11,034	10.1	6,774	6.2	5,324	4.9
150–299	119,713	100.0	94,063	78.6	6,275	5.2	10,631	8.9	5,361	4.5	3,383	2.8
300–499	92,930	100.0	78,644	84.6	3,302	3.6	6,354	6.8	2,638	2.8	1,991	2.1
500–749	64,094	100.0	55,370	86.4	2,691	4.2	3,626	5.7	1,501	2.3	907	1.4
750 or more	86,854	100.0	74,066	85.3	2,492	2.9	6,355	7.3	2,571	3.0	1,371	1.6

See notes at end of table.

Table C-11. Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Work status											
	Total		Full time		3/4 time but less than 100		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region												
Northeast	127,773	100.0	98,149	76.8	6,196	4.8	12,715	10.0	6,412	5.0	4,301	3.4
Midwest	107,399	100.0	85,450	79.6	4,679	4.4	8,876	8.3	4,568	4.3	3,826	3.6
South	196,020	100.0	161,584	82.4	8,463	4.3	13,591	6.9	6,901	3.5	5,482	2.8
West	98,382	100.0	76,046	77.3	5,890	6.0	8,219	8.4	4,360	4.4	3,869	3.9
Urbanicity type												
City	229,996	100.0	186,399	81.0	10,267	4.5	17,661	7.7	8,965	3.9	6,705	2.9
Suburban	207,673	100.0	162,659	78.3	10,960	5.3	18,692	9.0	8,583	4.1	6,779	3.3
Town	30,521	100.0	23,691	77.6	1,323	4.3	2,447	8.0	1,660	5.4	1,398	4.6
Rural	61,385	100.0	48,479	79.0	2,677	4.4	4,601	7.5	3,032	4.9	2,596	4.2

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. The teacher estimates in this table are headcounts. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-12. Pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2019–20

Selected characteristic	Total	School level ¹		
		Elementary/middle	Secondary/high	Combined/other
Total	9.7	10.1	10.2	9.0
Private school typology				
Catholic	12.5	12.7	12.4	11.1
Parochial	12.8	13.1	11.8	11.2
Diocesan	12.8	12.9	13.0	10.3
Private	11.5	10.2	11.9	11.5
Other religious	9.7	9.7	9.3	9.8
Conservative Christian	10.2	10.0	11.0	10.3
Other affiliated	9.3	8.9	8.9	9.7
Unaffiliated	9.8	10.4	9.2	9.3
Nonsectarian	7.1	6.5	7.1	7.5
Regular	7.6	7.1	7.1	8.1
Special emphasis	6.9	5.8	8.7	8.4
Special education	5.1	4.9	4.9	5.2
Program emphasis				
Regular elementary/secondary	10.3	11.0	10.5	9.4
Montessori	5.6	5.3	‡	6.9
Special program emphasis	8.6	7.8	8.0	9.4
Special education	5.2	5.0	4.9	5.3
Vocational/technical	‡	‡	‡	‡
Alternative	9.9	6.9	11.0	10.5
Early childhood	5.7	5.7	†	‡
Size (number of students)				
Less than 50	5.6	5.9	4.4	5.3
50–149	7.9	8.7	6.6	7.1
150–299	10.2	11.2	9.1	8.9
300–499	10.8	12.2	9.9	9.6
500–749	10.6	13.5	11.3	9.2
750 or more	11.5	13.0	13.3	10.5
Region				
Northeast	8.6	9.5	9.0	7.2
Midwest	10.9	11.5	12.0	9.2
South	9.4	9.0	10.3	9.4
West	10.3	10.5	10.3	10.0
Urbanicity type				
City	9.8	10.1	10.7	9.0
Suburban	9.7	10.1	10.4	8.9
Town	9.9	10.2	9.3	9.7
Rural	9.2	10.3	7.9	9.0

† Not applicable.

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-13. Percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2018–19

Selected characteristic	Percent of schools with 12th-graders in 2018–19	Number of 2018–19 graduates	2018–19 graduation rate ¹	Percent of 2018–19 graduates who attended 4-year colleges by fall 2019
Total	31.8	340,609	96.4	64.5
Private school typology				
Catholic	22.6	146,744	98.9	85.2
Parochial	8.9	12,051	99.3	82.7
Diocesan	19.1	65,656	98.6	85.0
Private	57.1	69,038	99.3	86.1
Other religious	35.9	107,875	98.2	63.7
Conservative Christian	61.2	38,272	98.7	63.3
Other affiliated	32.3	34,016	98.5	72.4
Unaffiliated	24.2	35,588	97.4	58.9
Nonsectarian	32.1	85,990	90.3	55.6
Regular	31.0	67,869	98.5	77.5
Special emphasis	17.2	11,749	79.0	53.7
Special education	63.9	6,373	55.3	19.1
School level ²				
Elementary/middle	0.7	1,208	82.6	43.7
Secondary/high	92.8	177,964	97.9	70.4
Combined/other	78.1	161,437	94.7	61.9
Program emphasis				
Regular elementary/				
Secondary	35.7	314,356	98.8	71.5
Montessori	2.5	682	97.4	62.7
Special program emphasis	37.8	10,709	97.2	72.8
Special education	62.3	6,768	55.5	18.9
Vocational/technical	‡	‡	‡	‡
Alternative	58.9	7,744	70.2	39.6
Early childhood	†	†	†	†
Size (number of students)				
Less than 50	18.8	8,416	76.1	43.0
50–149	32.7	26,457	89.8	52.3
150–299	35.4	46,369	96.0	71.2
300–499	48.9	64,564	98.4	83.7
500–749	74.9	75,271	98.6	89.5
750 or more	91.6	119,531	97.5	91.4
Region				
Northeast	31.0	84,403	96.1	61.9
Midwest	24.7	68,098	97.3	65.5
South	39.2	124,109	96.3	66.3
West	28.0	63,999	95.9	62.2

See notes at end of table.

Table C-13. Percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2018–19—Continued

Selected Characteristic	Percent of schools with 12th-graders in 2018–19	Number of 2018–19 graduates	2018–19 graduation rate ¹	Percent of 2018–19 graduates who attended 4-year colleges by fall 2019
Urbanicity type				
City	32.9	161,464	97.3	70.1
Suburban	29.8	128,726	95.4	64.1
Town	31.0	13,462	97.9	59.0
Rural	34.3	36,958	95.2	57.6

† Not applicable.

‡ Reporting standards not met. There are fewer than 15 sample cases.

¹ The 2018–19 graduation rate is the percent of 12th graders enrolled around October 1, 2018 who graduated in 2018–19.

² Schools are assigned to one of three school level categories in the 2019–20 PSS: Elementary/middle, High/secondary, and Combined/other. Elementary/middle schools are defined as schools that enroll students in more of grades K through 4 than in higher grades or that enroll students in more of grades 5 through 8 than in higher or lower grades. High/secondary schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K–12 schools. School level categories in the 2019–20 PSS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix A: Glossary.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-14. Number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2019–20

Association	Schools	Students	Teachers
Total	30,492	4,652,904	529,574
None	10,460	858,417	103,281
Religious			
Accelerated Christian Education	772	37,022	4,802
American Association of Christian Schools	711	82,452	9,843
Association of Christian Schools International	2,345	486,539	51,911
Association of Christian Teachers and Schools	164	24,286	2,803
Association of Classical and Christian Schools	259	43,072	5,601
Christian Schools International	316	85,377	8,389
Council of Islamic Schools in North America	56	11,242	1,441
Evangelical Lutheran Education Association	141	13,376	1,430
Friends Council on Education	57	13,088	2,009
General Conference of the Seventh-Day Adventist Church	472	34,727	2,990
Islamic School League of America	94	17,117	2,248
Jesuit Secondary Education Association	70	49,916	4,339
National Association of Episcopal Schools	278	79,503	11,180
National Catholic Educational Association	4,785	1,352,463	114,892
National Christian School Association	141	37,379	3,706
National Society of Hebrew Day Schools	298	95,301	12,598
Oral Roberts University Educational Fellowship	49	10,473	1,117
Prizmah: Center for Jewish Day Schools	212	53,194	9,792
Southern Baptist Association of Christian Schools	123	43,652	4,372
Other religious school associations	1,599	294,350	32,274
Special emphasis			
American Montessori Society	1,256	57,044	11,927
Association Montessori International	684	30,126	4,202
Other Montessori associations	614	23,275	5,049
Association of Military Colleges and Schools	26	6,864	868
Association of Waldorf Schools of North America	132	18,573	3,265
National Association of Private Special Education Centers	248	21,648	3,481
Other associations for exceptional children	‡	‡	‡
European Council for International Schools	8	4,386	741
National Association for the Education of Young Children	‡	‡	‡
National Association of Laboratory Schools	241	3,728	433
National Coalition of Girls' Schools	124	51,704	6,960
Other special emphasis school associations	783	120,749	16,210
Other school associations or organizations			
Alternative School Network	31	1,684	272
National Association of Independent Schools	1,614	667,679	95,058
State or regional independent school association	1,946	588,984	75,932
National Independent Private School Association	198	30,298	3,884
The Association of Boarding Schools	250	94,319	14,079
Other school associations	4,454	866,167	100,236

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. There are fewer than 15 sample cases.

NOTE: Details do not sum to total because private schools may belong to more than one association. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table C-15. Number of private schools, students, full-time equivalent (FTE) teachers, and 2018–19 high school graduates, by state: United States, 2019–20

State	Schools	Students	FTE teachers	High school graduates 2018–19
United States	30,492	4,652,904	481,200	340,609
Alabama	403	64,810	6,362	5,003
Alaska	43	3,058	387	‡
Arizona	402	59,171	5,631	4,152
Arkansas	171	24,234	2,662	1,684
California	3,222	541,646	51,344	38,851
Colorado	358	45,900	5,100	3,206
Connecticut	315	53,047	7,309	6,920
Delaware	139!	20,199	2,120	1,300
District of Columbia	72	14,752	1,929	1,387
Florida	2,506	395,043	37,480	27,085
Georgia	858	145,135	17,031	11,096
Hawaii	165	41,191	3,756	3,305
Idaho	155	15,084	1,423	878
Illinois	1,282	191,454	17,905	12,649
Indiana	869	115,421	9,580	6,849
Iowa	217	42,573	4,096	2,713
Kansas	216	41,014	3,669	2,575
Kentucky	409	72,565	7,160	5,417
Louisiana	406	117,465	11,050	10,196
Maine	152	18,357	2,084	2,998
Maryland	705	129,476	14,424	10,551
Massachusetts	657	104,405	15,217	11,303
Michigan	798	125,206	11,093	8,664
Minnesota	521	71,734	6,556	5,120
Mississippi	183	37,015	3,651	2,978
Missouri	642	94,062	9,502	6,681
Montana	121	8,350	949	414
Nebraska	194	35,456	2,804	2,473
Nevada	130	20,626	1,776	1,424
New Hampshire	209	17,934	2,573	2,174
New Jersey	1,068	162,354	19,014	13,432
New Mexico	174	18,201	1,956	1,194
New York	1,656	355,784	40,008	26,890
North Carolina	757	121,525	13,358	8,252
North Dakota	57	9,552	904	‡
Ohio	1,290	195,894	18,809	12,640
Oklahoma	177	32,650	3,421	2,239
Oregon	375	45,487	4,415	3,440
Pennsylvania	2,458	245,171	25,276	18,130
Rhode Island	112	16,071	1,825	1,606
South Carolina	427	50,367	5,597	3,401
South Dakota	80	11,563	1,007	763
Tennessee	566	99,832	11,547	8,336
Texas	1,738	246,706	28,563	16,788
Utah	169	16,223	1,790	1,388

See notes at end of table.

Table C-15. Number of private schools, students, full-time equivalent (FTE) teachers, and 2018–19 high school graduates, by state: United States, 2019–20—Continued

State	Schools	Students	FTE teachers	High school graduates 2018–19
Vermont	112	9,142	1,205	952
Virginia	1,024	111,427	13,116	7,560
Washington	672	94,937	9,682	5,552
West Virginia	130	12,530	1,373	838
Wisconsin	890	128,987	11,412	6,549
Wyoming	40	2,120	301	‡

! Interpret data with caution. The coefficient of variation for this estimate is between 30 and 50 percent (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

‡ Reporting standards not met. There are fewer than 15 sample cases.

NOTE: Detail may not sum to totals because of rounding or missing values in cells with too few sample cases. These estimates include private schools which provide instruction for one or more of grades kindergarten through twelve (or comparable ungraded levels).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Appendix D—Standard Error Tables

Table D-1. Standard errors for Table C-1: Number and percentage distribution of private schools, students, and full-time equivalent (FTE) teachers, by selected characteristics: United States, 2019–20

Selected Characteristic	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	191.7	†	31,309.8	†	3,060.3	†
Private school typology						
Catholic	52.1	0.2	16,326.1	0.3	1,140.8	0.2
Parochial	43.1	0.1	10,001.1	0.2	795.1	0.2
Diocesan	18.0	0.1	4,428.1	0.2	204.3	0.1
Private	12.7	0.0	11,483.4	0.2	626.9	0.1
Other religious	153.0	0.3	23,796.8	0.3	2,246.6	0.3
Conservative Christian	103.7	0.3	17,302.9	0.3	1,651.8	0.3
Other affiliated	46.0	0.2	5,926.8	0.1	694.1	0.1
Unaffiliated	101.8	0.3	13,730.3	0.3	1,129.2	0.2
Nonsectarian	108.7	0.3	8,816.9	0.2	1,461.1	0.3
Regular	79.4	0.3	6,828.3	0.2	1,150.8	0.3
Special emphasis	67.1	0.2	4,875.7	0.1	785.5	0.1
Special education	43.7	0.1	1,545.3	0.0	307.6	0.1
School level						
Elementary/middle	138.5	0.3	15,717.4	0.3	1,374.6	0.3
Secondary/high	64.2	0.2	10,675.8	0.2	1,226.7	0.2
Combined/other	125.8	0.3	23,237.3	0.4	2,130.9	0.3
Program emphasis						
Regular elementary/secondary	138.4	0.2	28,396.8	0.1	2,550.4	0.2
Montessori	64.4	0.2	1,227.2	0.0	259.5	0.1
Special program emphasis	10.5	0.0	4,805.3	0.1	713.9	0.1
Special education	43.7	0.1	1,545.3	0.0	307.6	0.1
Vocational/technical	†	†	†	†	†	†
Alternative	17.4	0.1	1,622.3	0.0	159.4	0.0
Early childhood	68.8	0.2	1,859.0	0.0	310.5	0.1
Size (number of students)						
Less than 50	150.6	0.3	3,743.9	0.1	603.3	0.1
50–149	97.6	0.3	10,346.4	0.2	993.2	0.2
150–299	26.9	0.1	5,981.9	0.2	404.4	0.2
300–499	28.5	0.1	10,543.2	0.2	792.4	0.2
500–749	22.7	0.1	14,004.7	0.3	1,595.9	0.3
750 or more	24.2	0.1	21,414.2	0.4	1,771.2	0.3
Region						
Northeast	62.3	0.2	10,777.3	0.2	921.1	0.2
Midwest	101.2	0.3	8,604.4	0.2	862.7	0.2
South	132.4	0.3	23,384.7	0.4	2,174.0	0.3
West	71.5	0.2	15,597.2	0.3	1,745.3	0.3
Urbanicity type						
City	171.8	0.5	27,659.3	0.4	2,765.3	0.4
Suburban	147.2	0.4	14,899.4	0.3	1,308.8	0.3
Town	60.4	0.2	8,670.5	0.2	831.6	0.2
Rural	108.3	0.4	8,262.3	0.2	753.1	0.2

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-2. Standard errors for Table C-2: Number and percentage distribution of private schools, students, and full-time equivalent (FTE) teachers, by religious or nonsectarian orientation of school: United States, 2019–20

Religious or nonsectarian orientation	Schools		Students		FTE teachers	
	Number	Percent	Number	Percent	Number	Percent
Total	191.7	†	31,309.8	†	3,060.3	†
Religious orientation	162.2	0.30	30,577.8	0.22	2,712.0	0.28
Roman Catholic	52.1	0.17	16,326.1	0.28	1,140.8	0.21
African Methodist Episcopal	†	†	†	†	†	†
Amish	29.9	0.10	1,074.7	0.02	59.7	0.01
Assembly of God	0.0	#	0.0	#	0.0	#
Baptist	86.5	0.27	11,686.7	0.24	1,013.8	0.20
Brethren	0.0	#	0.0	#	0.0	#
Calvinist	0.0	#	0.0	#	0.0	#
Christian (unspecified)	102.3	0.34	14,292.8	0.27	1,412.1	0.25
Church of Christ	0.0	#	0.0	#	0.0	#
Church of God	0.0	#	0.0	#	0.0	#
Church of God in Christ	†	†	†	†	†	†
Church of the Nazarene	0.0	#	0.0	#	0.0	#
Disciples of Christ	†	†	†	†	†	†
Episcopal	20.2	0.07	2,611.7	0.05	571.2	0.11
Friends	0.0	#	0.0	#	0.0	#
Greek Orthodox	14.1	0.05	1,208.8	0.03	174.3	0.04
Islamic	0.0	0.01	0.0	0.01	0.0	0.01
Jewish	26.9	0.09	10,653.1	0.22	862.4	0.17
Latter Day Saints	†	†	†	†	†	†
Lutheran Church—Missouri Synod	21.0	0.07	2,995.8	0.06	243.7	0.05
Evangelical Lutheran Church In America	0.0	#	0.0	#	0.0	#
Wisconsin Evangelical Lutheran Synod	0.0	0.01	0.0	#	0.0	#
Other Lutheran	0.0	#	0.0	#	0.0	#
Mennonite	19.1	0.06	534.6	0.01	38.2	0.01
Methodist	75.7	0.25	1,211.9	0.03	151.5	0.03
Pentecostal	37.3	0.12	3,547.2	0.08	242.8	0.05
Presbyterian	0.0	#	0.0	0.01	0.0	#
Seventh-Day Adventist	5.6	0.02	446.0	0.01	8.9	0.01
Other	8.2	0.03	2,906.3	0.06	237.6	0.05
Nonsectarian	108.7	0.30	8,816.9	0.22	1,461.1	0.28

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-3. Standard errors for Table C-3: Percentage distribution of private schools, by program emphasis and selected characteristics: United States, 2019–20

Selected characteristic	Regular elementary/secondary	Montessori	Special program emphasis	Special education	Vocational/technical programs	Alternative	Early childhood
Total	0.21	0.19	0.04	0.14	†	0.06	0.21
Private school typology							
Catholic	0.13	0.01	0.01	0.01	†	#	0.13
Parochial	0.39	†	0.02	0.00	†	†	0.39
Diocesan	0.02	†	#	0.01	†	†	†
Private	0.10	0.03	†	†	†	†	0.02
Other religious	0.24	0.04	0.02	0.01	†	0.04	0.25
Conservative Christian	0.20	†	0.04	0.03	†	0.05	0.06
Other affiliated	0.81	0.02	0.05	0.01	†	0.02	0.86
Unaffiliated	0.40	0.08	0.03	0.02	†	0.07	0.37
Nonsectarian	0.42	0.55	0.10	0.40	†	0.16	0.53
Regular	0.84	†	†	†	†	†	0.84
Special emphasis	†	0.74	0.42	†	†	0.51	†
Special education	†	†	†	0.00	†	†	†
School level							
Elementary/middle	0.33	0.31	0.05	0.10	†	0.04	0.33
Secondary/high	1.26	†	0.15	1.38	†	0.48	†
Combined/other	0.45	0.03	0.06	0.43	†	0.08	#
Size (number of students)							
Less than 50	0.50	0.46	0.08	0.33	†	0.14	0.45
50–149	0.35	0.07	0.05	0.21	†	0.10	0.20
150–299	0.17	0.01	0.02	0.01	†	#	†
300–499	0.21	†	0.04	0.02	†	†	†
500–749	0.06	0.00	†	†	†	†	0.00
750 or more	0.56	†	0.58	0.00	†	†	0.00
Region							
Northeast	0.32	0.17	0.02	0.18	†	0.12	0.16
Midwest	0.54	0.54	0.13	0.34	†	0.02	0.39
South	0.40	0.28	0.04	0.33	†	0.13	0.49
West	0.43	0.53	0.06	0.06	†	0.06	0.31
Urbanicity type							
City	0.46	0.38	0.08	0.37	†	0.09	0.63
Suburban	0.43	0.39	0.08	0.35	†	0.13	0.52
Town	0.43	0.23	0.05	0.07	†	0.05	0.11
Rural	1.02	0.06	0.04	0.67	†	0.05	0.95

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-4. Standard errors for Table C-4: Number and percentage distribution of private schools, by urbanicity type and selected characteristics: United States, 2019–20

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	191.7	†	171.8	†	147.2	†	60.4	†	108.3	†
Private school typology										
Catholic	52.1	0.17	21.4	0.43	22.5	0.29	59.9	1.55	14.6	0.25
Parochial	43.1	0.13	8.2	0.15	16.1	0.13	36.3	1.15	14.6	0.24
Diocesan	18.0	0.08	17.2	0.25	12.7	0.17	18.1	0.38	0.0	0.07
Private	12.7	0.05	17.0	0.17	9.9	0.10	25.0	0.98	0.0	0.04
Other religious	153.0	0.35	164.2	1.00	59.8	0.40	5.6	1.16	95.6	0.77
Conservative Christian	103.7	0.31	87.0	0.70	14.7	0.17	25.7	1.09	34.1	0.56
Other affiliated	46.0	0.17	34.4	0.33	33.1	0.30	0.0	0.26	0.0	0.15
Unaffiliated	101.8	0.28	77.7	0.50	55.8	0.38	20.1	0.97	89.3	0.94
Nonsectarian	108.7	0.30	57.7	0.70	114.4	0.57	5.1	0.43	44.2	0.67
Regular	79.4	0.26	32.0	0.41	70.3	0.49	0.0	0.17	15.5	0.28
Special emphasis	67.1	0.20	38.2	0.39	56.3	0.39	5.1	0.25	0.0	0.12
Special education	43.7	0.14	39.1	0.37	44.8	0.35	0.0	0.06	41.4	0.68
School level										
Elementary/middle	138.5	0.27	95.5	0.38	108.8	0.47	60.4	0.91	84.9	0.90
Secondary/high	64.2	0.22	42.7	0.44	19.0	0.19	0.0	0.19	41.4	0.65
Combined/other	125.8	0.33	87.1	0.52	73.7	0.48	0.0	0.72	53.0	0.80
Program emphasis										
Regular elementary/ secondary	138.4	0.21	94.8	0.46	67.3	0.43	60.2	0.43	79.0	1.02
Montessori	64.4	0.19	39.0	0.38	54.4	0.39	5.1	0.23	0.0	0.06
Special program emphasis	10.5	0.04	5.1	0.08	9.2	0.08	0.0	0.05	0.0	0.04
Special education	43.7	0.14	39.1	0.37	44.8	0.35	0.0	0.07	41.4	0.67
Vocational/technical	†	†	†	†	†	†	†	†	†	†
Alternative	17.4	0.06	8.0	0.09	15.5	0.13	0.0	0.05	0.0	0.05
Early childhood	68.8	0.21	79.4	0.63	67.2	0.52	0.0	0.11	57.9	0.95
Size (number of students)										
Less than 50	150.6	0.33	163.1	1.08	120.7	0.60	20.8	1.23	89.2	0.83
50–149	97.6	0.26	36.3	0.50	44.7	0.33	60.2	1.63	55.9	0.81
150–299	26.9	0.15	21.7	0.37	17.0	0.26	25.0	0.92	0.0	0.19
300–499	28.5	0.09	14.1	0.20	19.9	0.16	0.0	0.11	14.6	0.24
500–749	22.7	0.08	18.3	0.18	7.7	0.08	0.0	0.02	0.0	0.02
750 or more	24.2	0.08	22.5	0.21	5.1	0.05	†	†	0.0	0.01
Region										
Northeast	62.3	0.21	14.1	0.28	44.4	0.43	0.0	0.27	44.8	0.72
Midwest	101.2	0.28	12.8	0.31	71.9	0.54	54.4	1.38	45.3	0.75
South	132.4	0.32	165.6	0.98	110.2	0.68	25.0	0.97	85.1	1.06
West	71.5	0.22	41.4	0.52	49.0	0.41	7.6	0.53	20.8	0.36

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-5. Standard errors for Table C-5: Number and percentage distribution of private school students, by urbanicity type and selected characteristics: United States, 2019–20

Selected characteristic	Total		City		Suburban		Town		Rural	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	31,309.8	†	27,659.3	†	14,899.4	†	8,670.5	†	8,262.3	†
Private school typology										
Catholic	16,326.1	0.28	16,459.9	0.56	8,643.3	0.32	8,250.1	1.61	4,605.8	0.79
Parochial	10,001.1	0.20	3,131.2	0.18	7,005.4	0.34	4,464.3	1.25	4,605.8	0.87
Diocesan	4,428.1	0.15	4,399.8	0.32	2,333.0	0.19	1,832.9	0.53	0.0	0.12
Private	11,483.4	0.22	15,915.2	0.68	4,452.2	0.22	5,330.0	1.89	0.0	0.08
Other religious	23,796.8	0.34	18,423.6	0.65	9,496.7	0.32	2,667.2	1.33	6,707.2	0.78
Conservative Christian	17,302.9	0.33	14,921.0	0.66	2,015.4	0.13	3,653.5	1.29	3,543.9	0.63
Other affiliated	5,926.8	0.13	3,823.5	0.18	4,672.9	0.25	0.0	0.36	0.0	0.17
Unaffiliated	13,730.3	0.26	6,206.4	0.27	7,781.0	0.36	986.3	0.60	5,694.4	0.87
Nonsectarian	8,816.9	0.22	8,308.1	0.43	3,175.3	0.23	5.1	0.38	994.0	0.42
Regular	6,828.3	0.19	6,598.7	0.36	1,733.4	0.14	0.0	0.25	286.2	0.28
Special emphasis	4,875.7	0.09	4,785.5	0.22	733.2	0.05	5.1	0.09	0.0	0.08
Special education	1,545.3	0.04	1,245.0	0.07	1,639.2	0.09	0.0	0.04	951.9	0.19
School level										
Elementary/middle	15,717.4	0.31	5,444.2	0.44	12,175.9	0.39	8,670.5	1.61	7,366.6	1.01
Secondary/high	10,675.8	0.19	6,761.3	0.33	4,470.2	0.21	0.0	0.33	951.9	0.30
Combined/other	23,237.3	0.36	22,538.3	0.66	4,347.6	0.28	0.0	1.29	3,618.3	0.84
Program emphasis										
Regular elementary/secondary	28,396.8	0.13	26,308.5	0.25	13,984.3	0.12	8,670.5	0.19	8,097.0	0.27
Montessori	1,227.2	0.03	1,045.5	0.06	657.0	0.04	5.1	0.04	0.0	0.02
Special program emphasis	4,805.3	0.09	4,794.0	0.22	329.4	0.03	0.0	0.05	0.0	0.06
Special education	1,545.3	0.04	1,245.0	0.07	1,639.2	0.09	0.0	0.04	951.9	0.19
Vocational/technical	†	†	†	†	†	†	†	†	†	†
Alternative	1,622.3	0.03	355.3	0.02	1,582.9	0.08	0.0	0.03	0.0	0.02
Early childhood	1,859.0	0.04	1,545.2	0.07	1,648.0	0.09	0.0	0.02	848.3	0.17
Size (number of students)										
Less than 50	3,743.9	0.09	3,248.7	0.16	2,997.8	0.16	986.3	0.49	1,897.2	0.40
50–149	10,346.4	0.19	2,803.3	0.16	4,561.8	0.21	7,280.3	1.92	6,509.6	0.99
150–299	5,981.9	0.22	3,414.7	0.26	3,752.3	0.23	5,330.0	1.57	0.0	0.41
300–499	10,543.2	0.21	4,663.5	0.28	8,258.1	0.35	0.0	0.50	4,605.8	0.79
500–749	14,004.7	0.27	10,831.0	0.45	5,645.9	0.28	0.0	0.16	0.0	0.13
750 or more	21,414.2	0.37	19,918.5	0.70	4,415.0	0.22	†	†	0.0	0.15
Region										
Northeast	10,777.3	0.23	4,368.5	0.29	6,620.8	0.33	0.0	0.27	904.8	0.36
Midwest	8,604.4	0.21	1,960.7	0.28	6,385.8	0.32	6,297.2	1.62	3,703.3	0.66
South	23,384.7	0.36	25,875.4	0.80	9,159.9	0.40	5,330.0	1.58	6,753.5	0.86
West	15,597.2	0.29	8,518.9	0.44	7,312.7	0.35	2,667.2	0.96	2,850.0	0.53

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-6. Standard errors for Table C-6: Number and percentage distribution of private school students, by grade and private school typology: United States, 2019–20

Private school typology	Kindergarten		First grade		Second grade		Third grade		Fourth grade	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,613.1	†	2,314.1	†	2,049.9	†	2,318.6	†	2,089.5	†
Catholic	1,591.1	0.31	1,337.3	0.32	993.7	0.29	1,220.8	0.34	1,085.5	0.31
Parochial	1,513.6	0.31	1,161.0	0.30	971.7	0.27	1,149.6	0.31	995.4	0.27
Diocesan	412.6	0.14	542.0	0.18	435.2	0.18	507.5	0.19	528.4	0.20
Private	221.4	0.05	83.2	0.04	115.3	0.04	119.9	0.05	263.4	0.08
Other religious	2,004.9	0.34	1,896.5	0.36	1,860.1	0.34	2,074.3	0.38	1,918.7	0.36
Conservative Christian	1,282.4	0.27	1,251.0	0.34	1,404.2	0.38	1,527.0	0.41	1,300.3	0.35
Other affiliated	991.0	0.21	606.1	0.19	577.4	0.18	607.8	0.19	586.8	0.18
Unaffiliated	1,264.1	0.27	1,496.2	0.38	1,248.4	0.33	1,466.0	0.39	1,398.8	0.37
Nonsectarian	1,197.9	0.27	477.2	0.20	463.5	0.19	399.4	0.19	401.1	0.19
Regular	1,151.8	0.25	369.8	0.16	384.2	0.15	357.0	0.16	357.2	0.16
Special emphasis	498.7	0.12	253.1	0.08	215.8	0.07	134.1	0.05	140.1	0.05
Special education	137.4	0.03	116.1	0.03	115.4	0.03	114.5	0.03	112.6	0.03

Private school typology	Fifth grade		Sixth grade		Seventh grade		Eighth grade		Ninth grade	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	2,214.0	†	2,970.1	†	3,173.6	†	3,180.7	†	3,437.9	†
Catholic	1,232.2	0.33	1,582.7	0.37	1,791.8	0.39	1,923.5	0.40	2,236.8	0.40
Parochial	1,198.8	0.32	1,230.0	0.31	1,309.9	0.33	1,201.2	0.32	0.0	0.03
Diocesan	514.9	0.19	530.6	0.21	546.1	0.21	538.9	0.21	0.0	0.18
Private	87.6	0.04	815.4	0.21	1,007.6	0.26	1,421.1	0.36	2,236.8	0.49
Other religious	1,950.9	0.36	2,278.6	0.41	2,350.2	0.43	2,200.9	0.41	1,740.5	0.39
Conservative Christian	1,429.6	0.37	1,632.1	0.40	1,564.2	0.38	1,536.3	0.38	1,127.9	0.29
Other affiliated	599.4	0.18	671.9	0.20	776.0	0.22	787.4	0.21	0.0	0.10
Unaffiliated	1,321.2	0.34	1,512.8	0.37	1,305.0	0.31	1,176.7	0.29	1,011.2	0.23
Nonsectarian	509.5	0.21	841.3	0.25	837.1	0.27	945.6	0.29	1,120.4	0.27
Regular	501.3	0.19	575.3	0.21	580.0	0.23	757.1	0.26	670.4	0.25
Special emphasis	68.1	0.03	577.2	0.15	586.0	0.15	555.8	0.14	882.0	0.23
Special education	137.2	0.04	206.9	0.06	152.0	0.05	204.0	0.06	229.3	0.07

Private school typology	Tenth grade		Eleventh grade		Twelfth grade		Ungraded	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,368.0	†	3,494.9	†	3,438.2	†	1,095.8	†
Catholic	1,853.5	0.35	2,427.9	0.43	2,313.8	0.43	0.0	0.20
Parochial	0.0	0.03	0.0	0.03	0.0	0.03	0.0	0.03
Diocesan	0.0	0.17	0.0	0.18	0.0	0.18	0.0	0.11
Private	1,853.5	0.40	2,427.9	0.54	2,313.8	0.53	0.0	0.05
Other religious	2,073.4	0.43	1,724.2	0.40	1,782.7	0.41	0.0	0.37
Conservative Christian	1,468.9	0.37	1,199.8	0.31	1,298.4	0.34	0.0	0.08
Other affiliated	0.0	0.10	0.0	0.10	0.0	0.10	0.0	0.10
Unaffiliated	985.7	0.22	924.3	0.22	828.9	0.20	0.0	0.18
Nonsectarian	1,093.6	0.27	1,014.6	0.27	1,073.5	0.29	1,095.8	0.56
Regular	680.3	0.25	657.5	0.25	698.2	0.26	66.2	0.22
Special emphasis	815.2	0.21	745.0	0.19	646.4	0.17	303.8	0.62
Special education	290.2	0.08	228.4	0.07	562.0	0.16	1,050.7	1.14

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-7. Standard errors for Table C-7: Average private school size, by school level and selected characteristics: United States, 2019–20

Selected characteristic	Average number of students			
	Total	Elementary/middle	Secondary/high	Combined/other
Total	0.98	0.60	4.52	3.27
Private school typology				
Catholic	2.44	1.34	1.66	24.84
Parochial	2.53	2.73	0.00	0.00
Diocesan	0.69	0.78	0.00	0.00
Private	11.86	2.26	3.43	51.97
Other religious	1.34	0.98	2.77	3.54
Conservative Christian	3.62	1.07	0.00	6.30
Other affiliated	2.26	2.82	0.00	0.00
Unaffiliated	1.46	1.32	6.00	3.89
Nonsectarian	1.17	0.57	5.68	5.48
Regular	2.26	0.99	4.68	13.42
Special emphasis	1.73	0.82	12.68	0.00
Special education	1.13	0.85	3.44	1.67
Program emphasis				
Regular elementary/secondary	1.20	0.77	2.64	4.33
Montessori	0.78	0.74	†	0.00
Special program emphasis	4.45	1.26	27.19	0.00
Special education	0.98	0.79	3.24	1.37
Vocational/technical	†	†	†	†
Alternative	2.13	0.29	4.65	3.61
Early childhood	0.50	0.50	†	†
Size (number of students)				
Less than 50	0.18	0.18	0.64	0.44
50–149	0.30	0.42	0.37	0.55
150–299	0.25	0.40	0.00	0.00
300–499	0.81	1.60	0.58	0.49
500–749	0.78	4.34	0.00	1.81
750 or more	6.91	0.00	6.00	12.55
Region				
Northeast	1.58	1.51	4.08	5.46
Midwest	1.32	1.38	0.33	2.69
South	2.29	1.04	11.67	6.24
West	1.64	0.88	7.94	2.58
Urbanicity type				
City	3.22	1.70	8.07	9.65
Suburban	1.48	1.45	4.75	4.57
Town	1.38	2.70	0.00	0.00
Rural	1.10	1.52	6.80	2.52

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-8. Standard errors for Table C-8: Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2019–20

Selected characteristic	Less than 50 students		50–149 students		150–299 students		300–499 students		500–749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	150.6	0.33	97.6	0.26	26.9	0.15	28.5	0.09	22.7	0.08	24.2	0.08
Private school typology												
Catholic	0.0	0.05	54.4	0.68	33.3	0.60	21.7	0.30	5.1	0.09	17.7	0.28
Parochial	0.0	0.09	37.4	1.27	13.2	0.95	20.3	0.82	5.1	0.24	†	†
Diocesan	0.0	0.02	18.1	0.56	16.8	0.51	7.6	0.16	0.0	0.04	0.0	0.03
Private	0.0	0.13	8.5	0.59	25.0	1.97	0.0	0.18	0.0	0.12	17.7	1.59
Other religious	115.8	0.55	76.5	0.45	25.6	0.22	17.9	0.13	18.9	0.13	13.8	0.09
Conservative												
Christian	75.7	1.53	59.5	1.21	5.1	0.54	0.0	0.24	11.0	0.31	13.8	0.34
Other affiliated	40.2	0.90	0.7	0.47	17.0	0.51	14.6	0.44	0.0	0.06	0.0	0.06
Unaffiliated	66.4	0.63	57.8	0.61	18.4	0.28	14.3	0.21	15.4	0.22	0.0	0.02
Nonsectarian												
Regular	75.5	0.73	17.5	0.41	0.0	0.17	0.0	0.11	11.4	0.23	0.0	0.06
Special emphasis	67.6	0.68	7.6	0.51	0.0	0.11	0.0	0.03	†	†	5.1	0.15
Special education	40.7	1.15	16.3	1.01	0.0	0.18	0.0	0.04	†	†	0.0	0.00
School level												
Elementary/middle	94.5	0.32	81.8	0.33	26.9	0.20	25.8	0.12	9.3	0.05	0.0	-1.00
Secondary/high	61.5	1.22	13.0	0.50	0.0	0.27	11.0	0.37	0.0	0.17	10.2	0.30
Combined/other	113.1	1.01	44.5	0.58	0.0	0.29	5.1	0.16	17.6	0.22	21.9	0.26
Program emphasis												
Regular elementary/secondary												
Montessori	64.4	0.62	0.0	0.51	0.0	0.09	†	†	0.0	0.00	†	†
Special program												
emphasis	9.2	0.69	0.0	0.41	0.0	0.20	0.0	0.10	†	†	5.1	0.53
Special education	40.7	1.02	16.3	0.90	0.0	0.16	0.0	0.03	†	†	0.0	0.00
Vocational/technical	†	†	†	†	†	†	†	†	†	†	†	†
Alternative	17.8	1.18	7.6	1.03	0.0	0.09	†	†	†	†	†	†
Early childhood	65.1	0.60	16.7	0.54	8.5	0.28	†	†	0.0	0.00	0.0	0.00

See notes at end of table.

Table D-8. Standard errors for Table C-8: Number and percentage distribution of private schools, by school size and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Less than 50 students		50–149 students		150–299 students		300–499 students		500–749 students		750 or more students	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Region												
Northeast	62.3	0.61	15.5	0.28	15.8	0.28	0.0	0.06	15.4	0.22	0.0	0.02
Midwest	58.9	0.51	69.1	0.65	16.0	0.42	13.2	0.21	0.0	0.05	0.0	0.03
South	113.9	0.72	63.5	0.51	8.0	0.21	23.1	0.20	15.8	0.17	21.9	0.20
West	48.7	0.48	21.8	0.32	12.5	0.25	10.3	0.17	5.1	0.07	10.2	0.15
Urbanicity type												
City	163.1	1.08	36.3	0.50	21.7	0.37	14.1	0.20	18.3	0.18	22.5	0.21
Suburban	120.7	0.60	44.7	0.33	17.0	0.26	19.9	0.16	7.7	0.08	5.1	0.05
Town	20.8	1.23	60.2	1.63	25.0	0.92	0.0	0.11	0.0	0.02	†	†
Rural	89.2	0.83	55.9	0.81	0.0	0.19	14.6	0.24	0.0	0.02	0.0	0.01

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-9. Standard errors for Table C-9: Percentage distribution of private school students, by racial/ethnic background and selected characteristics: United States, 2019–20

Selected characteristic	Race/Ethnicity						
	American Indian, non-Hispanic	Asian, non-Hispanic	Black, non-Hispanic	Hispanic, regardless of race	Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
Total	#	0.04	0.07	0.08	0.01	0.13	0.03
Private school typology							
Catholic	#	0.06	0.14	0.19	0.01	0.21	0.05
Parochial	0.01	0.05	0.18	0.30	0.01	0.40	0.10
Diocesan	#	0.10	0.05	0.24	#	0.27	0.07
Private	0.01	0.13	0.46	0.33	0.02	0.11	0.09
Other religious	0.01	0.05	0.12	0.11	0.04	0.23	0.05
Conservative Christian	0.02	0.09	0.22	0.18	0.02	0.39	0.07
Other affiliated	#	0.03	0.14	0.17	0.01	0.26	0.05
Unaffiliated	0.02	0.11	0.28	0.35	0.09	0.64	0.10
Nonsectarian	#	0.07	0.05	0.06	0.01	0.19	0.04
Regular	#	0.11	0.03	0.06	0.01	0.24	0.06
Special emphasis	0.01	0.23	0.08	0.16	0.01	0.43	0.05
Special education	0.01	0.17	0.30	0.15	0.01	0.47	0.09
School level							
Elementary/middle	#	0.05	0.10	0.16	0.03	0.23	0.05
Secondary/high	0.01	0.03	0.12	0.23	0.01	0.29	0.06
Combined/other	0.01	0.07	0.12	0.06	0.01	0.18	0.04
Program emphasis							
Regular elementary/secondary	#	0.04	0.08	0.08	0.02	0.15	0.03
Montessori	0.01	0.12	0.09	0.13	0.01	0.24	0.13
Special program emphasis	0.01	0.37	0.10	0.22	0.02	0.59	0.07
Special education	0.01	0.15	0.27	0.14	0.01	0.42	0.08
Vocational/technical	†	†	†	†	†	†	†
Alternative	0.10	0.02	0.27	0.20	0.02	0.50	0.13
Early childhood	0.03	0.50	0.39	0.82	0.08	1.23	0.25
Size (number of students)							
Less than 50	0.01	0.10	0.39	0.14	0.22	0.56	0.11
50–149	0.01	0.10	0.26	0.14	0.01	0.39	0.05
150–299	#	0.07	0.05	0.17	#	0.16	0.04
300–499	0.01	0.04	0.15	0.23	0.01	0.32	0.07
500–749	0.01	0.13	0.11	0.14	0.01	0.45	0.10
750 or more	0.01	0.13	0.24	0.11	0.02	0.25	0.08
Region							
Northeast	#	0.06	0.10	0.06	0.01	0.25	0.04
Midwest	#	0.03	0.09	0.23	#	0.32	0.04
South	#	0.06	0.15	0.12	0.01	0.23	0.04
West	#	0.11	0.03	0.24	0.07	0.31	0.05
Urbanicity type							
City	#	0.08	0.10	0.13	0.01	0.18	0.06
Suburban	0.01	0.04	0.10	0.13	0.01	0.20	0.04
Town	0.03	0.05	0.08	0.10	0.24	0.41	0.03
Rural	0.02	0.06	0.09	0.06	0.01	0.20	0.05

Rounds to zero.

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-10. Standard errors for Table C-10: Percentage male enrollment in private schools and percentage distribution of private schools by sex of students and selected characteristics: United States, 2019–20

Selected characteristic	Male enrollment	Sex of students		
		Coed schools	All-girls schools	All-boys schools
Total	#	0.10	0.05	0.08
Private school typology				
Catholic	#	0.28	0.03	0.27
Parochial	#	0.02	†	†
Diocesan	#	0.01	0.01	0.01
Private	1.86	1.68	0.17	1.56
Other religious	#	0.15	0.11	0.06
Conservative Christian	#	0.03	†	0.02
Other affiliated	#	0.34	0.34	0.06
Unaffiliated	#	0.25	0.16	0.11
Nonsectarian	#	0.13	0.01	0.13
Regular	#	0.27	0.03	0.27
Special emphasis	#	0.05	0.02	0.03
Special education	#	0.09	†	0.07
School level				
Elementary/middle	#	0.07	0.07	0.01
Secondary/high	#	0.56	0.32	0.32
Combined/other	#	0.26	0.02	0.27
Program emphasis				
Regular elementary/secondary	#	0.13	0.06	0.11
Montessori	#	0.01	†	†
Special program emphasis	#	0.06	†	0.04
Special education	#	0.09	†	†
Vocational/technical	†	†	†	0.00
Alternative	#	0.24	0.08	0.16
Early childhood	0.71	0.37	†	†
Size (number of students)				
Less than 50	#	0.16	0.11	0.11
50–149	#	0.10	0.01	0.10
150–299	#	0.02	0.01	0.01
300–499	#	0.08	0.05	0.03
500–749	#	0.56	0.62	0.14
750 or more	0.78	1.69	0.15	1.78
Region				
Northeast	#	0.21	0.11	0.11
Midwest	#	0.13	0.12	0.02
South	#	0.23	0.11	0.20
West	#	0.04	0.02	0.02
Urbanicity type				
City	#	0.19	0.11	0.16
Suburban	#	0.19	0.10	0.13
Town	#	0.03	†	†
Rural	#	0.07	0.02	0.05

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-11. Standard errors for Table C-11: Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2019–20

Selected characteristic	Work status											
	Total		Full time		3/4 time but less than 100		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total	3,314.2	†	2,708.1	0.07	216.1	0.03	452.5	0.07	240.6	0.04	105.3	0.02
Private school typology												
Catholic	1,207.3	†	1,050.0	0.05	62.6	0.03	72.5	0.04	76.1	0.04	50.6	0.04
Parochial	862.5	†	721.9	0.24	43.9	0.08	78.1	0.14	65.8	0.13	43.1	0.09
Diocesan	213.0	†	182.3	0.05	22.9	0.02	17.3	0.03	0.0	0.01	26.5	0.04
Private	655.8	†	592.3	0.10	20.5	0.05	31.5	0.07	35.4	0.05	0.0	0.04
Other religious	2,472.9	†	1,943.3	0.14	135.9	0.06	430.8	0.13	188.1	0.08	72.4	0.04
Conservative Christian	1,835.7	†	1,369.3	0.32	59.4	0.06	382.0	0.37	69.2	0.08	13.8	0.11
Other affiliated	760.5	†	589.4	0.18	114.9	0.13	109.9	0.17	79.7	0.09	42.6	0.05
Unaffiliated	1,191.5	†	1,072.5	0.34	41.5	0.10	106.7	0.15	160.7	0.20	47.8	0.08
Nonsectarian	1,537.1	†	1,333.8	0.11	126.0	0.04	80.0	0.06	126.7	0.07	61.5	0.03
Regular	1,174.3	†	1,047.2	0.09	115.2	0.06	30.7	0.07	28.8	0.04	44.7	0.05
Special emphasis	833.7	†	736.2	0.40	34.7	0.09	31.9	0.12	91.5	0.22	33.9	0.12
Special education	341.8	†	273.7	0.48	29.5	0.08	64.7	0.24	74.3	0.27	0.0	0.04
School level												
Elementary/middle	1,578.1	†	1,196.5	0.21	142.7	0.06	415.5	0.17	191.2	0.07	65.6	0.03
Secondary/high	1,317.5	†	1,106.0	0.19	82.2	0.04	106.2	0.10	130.3	0.12	56.5	0.05
Combined/other	2,180.4	†	2,013.6	0.12	117.7	0.05	110.8	0.05	35.0	0.04	39.7	0.04
Program emphasis												
Regular elementary/secondary	2,746.0	†	2,241.0	0.08	192.2	0.03	421.8	0.07	212.2	0.04	85.3	0.02
Montessori	261.8	†	254.4	0.29	22.2	0.12	14.1	0.11	5.1	0.05	5.1	0.07
Special program emphasis	748.3	†	666.1	0.68	25.6	0.08	27.2	0.23	20.5	0.12	10.2	0.24
Special education	341.8	†	273.7	0.43	29.5	0.08	64.7	0.22	74.3	0.25	0.0	0.04
Vocational/technical	†	†	†	†	†	†	†	†	†	†	†	†
Alternative	195.5	†	155.3	1.01	6.3	0.19	8.9	0.27	87.9	0.86	30.2	0.26
Early childhood	319.3	†	308.4	1.25	53.4	0.55	81.0	0.86	14.2	0.16	18.9	0.22

See notes at end of table.

Table D-11. Standard errors for Table C-11: Number and percentage distribution of private school teachers (headcount), by work status and selected characteristics: United States, 2019–20—Continued

Selected characteristic	Total		Full time		3/4 time but less than 100		1/2 time but less than 3/4		1/4 time but less than 1/2		Less than 1/4 time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Size (number of students)												
Less than 50	645.1	†	602.9	0.43	60.3	0.13	108.5	0.21	144.8	0.24	55.7	0.10
50–149	1,167.8	†	815.6	0.35	77.0	0.05	375.9	0.28	164.0	0.11	25.7	0.05
150–299	433.8	†	383.3	0.08	102.7	0.09	85.7	0.07	20.0	0.02	28.4	0.02
300–499	899.1	†	712.5	0.10	37.1	0.04	67.5	0.04	83.5	0.08	73.0	0.06
500–749	1,624.2	†	1,489.0	0.18	118.8	0.12	65.7	0.12	35.9	0.08	0.0	0.04
750 or more	1,829.0	†	1,685.9	0.16	46.1	0.05	79.5	0.08	42.5	0.03	10.2	0.03
Region												
Northeast	954.4	†	877.7	0.12	10.9	0.04	71.2	0.03	13.2	0.04	39.7	0.04
Midwest	935.8	†	787.0	0.13	28.5	0.03	144.5	0.12	108.5	0.08	48.8	0.05
South	2,374.4	†	1,871.2	0.18	175.4	0.07	415.5	0.16	185.2	0.09	70.7	0.03
West	1,886.6	†	1,562.8	0.12	122.6	0.03	78.2	0.12	108.0	0.03	46.2	0.03
Urbanicity type												
City	2,898.8	†	2,528.7	0.11	174.9	0.04	180.0	0.06	107.0	0.04	58.5	0.03
Suburban	1,503.9	†	1,146.2	0.21	90.7	0.04	388.2	0.16	193.1	0.08	79.8	0.03
Town	889.7	†	752.5	0.25	18.1	0.09	90.1	0.11	54.4	0.12	0.0	0.13
Rural	766.1	†	723.0	0.22	29.7	0.04	63.2	0.11	20.5	0.07	5.1	0.05

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-12. Standard errors for Table C-12: Pupil/teacher ratio of private schools, by school level and selected characteristics: United States, 2019–20

Selected characteristic	School level			
	Total	Elementary/middle	Secondary/high	Combined/other
Total	0.02	0.03	0.03	0.05
Private school typology				
Catholic	0.04	0.04	0.01	0.35
Parochial	0.06	0.07	0.00	0.00
Diocesan	0.03	0.05	0.00	0.00
Private	0.14	0.01	0.01	0.69
Other religious	0.03	0.08	0.08	0.04
Conservative Christian	0.04	0.10	0.00	0.06
Other affiliated	0.06	0.13	0.00	0.00
Unaffiliated	0.07	0.11	0.20	0.09
Nonsectarian	0.02	0.03	0.02	0.03
Regular	0.03	0.03	#	0.06
Special emphasis	0.04	0.06	0.37	0.00
Special education	0.01	0.09	0.12	0.02
Program emphasis				
Regular elementary/secondary	0.02	0.03	0.02	0.05
Montessori	0.06	0.06	†	0.00
Special program emphasis	0.08	0.02	0.31	0.00
Special education	0.01	0.07	0.12	0.02
Vocational/technical	†	†	†	†
Alternative	0.09	0.09	0.28	0.06
Early childhood	0.09	0.09	†	†
Size (number of students)				
Less than 50	0.05	0.05	0.10	0.15
50–149	0.04	0.04	0.02	0.07
150–299	0.03	0.06	0.00	0.00
300–499	0.03	0.04	0.05	0.01
500–749	0.10	0.04	0.00	0.13
750 or more	0.07	0.00	0.23	0.10
Region				
Northeast	0.04	0.05	0.02	0.06
Midwest	0.03	0.05	#	0.05
South	0.04	0.07	0.05	0.08
West	0.03	0.05	0.12	0.01
Urbanicity type				
City	0.03	0.04	0.08	0.10
Suburban	0.02	0.05	0.02	0.02
Town	0.02	0.03	0.00	0.00
Rural	0.06	0.09	#	0.09

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-13. Standard errors for Table C-13: Percentage of private schools with 12th-graders, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, 2018–19

Selected characteristic	Percent of schools with 12th-graders in 2018–19	Number of 2018–19 graduates	2018–19 graduation rate	Percent of 2018–19 graduates who attended 4-year colleges by fall 2019
Total	0.26	3,515.6	0.18	0.39
Private school typology				
Catholic	0.36	2,584.9	0.03	0.51
Parochial	0.17	0.0	0.00	0.00
Diocesan	0.11	0.0	0.00	0.00
Private	1.88	2,584.9	0.07	1.11
Other religious	0.46	1,690.4	0.05	0.70
Conservative Christian	1.12	1,166.7	0.04	1.32
Other affiliated	0.47	0.0	0.00	0.00
Unaffiliated	0.62	855.7	0.13	1.14
Nonsectarian	0.38	933.8	0.62	0.48
Regular	0.71	648.5	0.10	0.42
Special emphasis	0.53	666.5	0.92	0.40
Special education	2.47	85.0	3.42	0.40
School level				
Elementary/middle	.01	#	#	#
Secondary/high	0.31	275.6	0.45	0.45
Combined/other	0.41	3,456.3	0.58	0.58
Program emphasis				
Regular elementary/secondary	0.38	3,134.4	0.02	0.39
Montessori	0.06	0.0	0.00	0.00
Special program emphasis	0.51	665.8	0.08	0.34
Special education	2.18	85.0	3.24	0.36
Vocational/technical	†	†	†	†
Alternative	0.86	232.3	0.43	0.56
Early childhood	†	†	†	†
Size (number of students)				
Less than 50	0.58	206.3	4.48	2.45
50–149	0.49	410.6	0.13	0.62
150–299	0.18	0.0	0.00	0.00
300–499	0.57	524.5	0.07	0.38
500–749	0.63	1,094.8	0.02	0.14
750 or more	0.24	2,979.2	0.03	0.16
Region				
Northeast	0.45	574.0	0.08	0.97
Midwest	0.45	347.3	0.01	0.53
South	0.61	2,907.3	0.48	0.71
West	0.25	1,859.2	0.02	0.04
Urbanicity type				
City	0.40	3,039.4	0.04	0.89
Suburban	0.29	1,112.3	0.05	0.36
Town	0.76	0.0	0.00	0.00
Rural	0.90	242.0	1.73	1.03

† Not applicable.

Rounds to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-14. Standard errors for Table C-14: Number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, 2019–20

Association	Schools	Students	Teachers
Total	191.7	31,309.8	3,314.2
None	145.0	14,189.3	1,304.5
Religious			
Accelerated Christian Education	77.0	1,833.2	228.9
American Association of Christian Schools	0.0	0.0	0.0
Association of Christian Schools International	60.7	16,452.0	1,798.2
Association of Christian Teachers and Schools	0.0	0.0	0.0
Association of Classical and Christian Schools	0.0	0.0	0.0
Christian Schools International	13.2	4,615.9	422.0
Council of Islamic Schools in North America	0.0	0.0	0.0
Evangelical Lutheran Education Association	8.5	1,250.7	118.3
Friends Council on Education	0.0	0.0	0.0
General Conference of the Seventh-Day Adventist Church	25.7	540.3	51.5
Islamic School League of America	0.0	0.0	0.0
Jesuit Secondary Education Association	0.0	0.0	0.0
National Association of Episcopal Schools	20.2	2,611.7	587.8
National Catholic Educational Association	40.8	18,827.7	1,338.7
National Christian School Association	0.0	0.0	0.0
National Society of Hebrew Day Schools	14.6	548.0	215.3
Oral Roberts University Educational Fellowship	0.0	0.0	0.0
Prizmah: Center for Jewish Day Schools	9.2	530.7	210.5
Southern Baptist Association of Christian Schools	13.8	10,975.9	952.6
Other religious school associations	27.3	2,484.1	203.8
Special emphasis			
American Montessori Society	33.5	178.0	133.6
Association Montessori International	36.3	1,244.1	67.7
Other Montessori associations	0.0	0.0	0.0
Association of Military Colleges and Schools	0.0	0.0	0.0
Association of Waldorf Schools of North America	0.0	0.0	0.0
National Association of Private Special Education Centers	20.0	925.8	143.2
Other associations for exceptional children	†	†	†
European Council for International Schools	0.0	0.0	0.0
National Association for the Education of Young Children	†	†	†
National Association of Laboratory Schools	7.9	189.0	15.8
National Coalition of Girls' Schools	0.0	0.0	0.0
Other special emphasis school associations	7.9	189.0	15.8
Other school associations or organizations			
Alternative School Network	0.0	0.0	0.0
National Association of Independent Schools	0.0	0.0	0.0
State or regional independent school association	30.2	12,079.1	1,314.1
National Independent Private School Association	0.0	0.0	0.0
The Association of Boarding Schools	0.0	0.0	0.0
Other school associations	47.8	7,414.1	1,009.5

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.

Table D-15. Standard errors for Table C-15: Number of private schools, students, full-time equivalent (FTE) teachers, and 2018–19 high school graduates, by state: United States, 2019–20

State	Schools	Students	FTE teachers	High school graduates 2018–19
United States	191.7	31,309.8	3,060.3	3,515.6
Alabama	41.4	951.9	124.2	0.0
Alaska	0.0	0.0	0.0	†
Arizona	51.5	4,193.8	342.2	0.0
Arkansas	0.0	0.0	0.0	0.0
California	37.6	776.0	124.7	0.0
Colorado	0.0	0.0	0.0	0.0
Connecticut	0.0	0.0	0.0	0.0
Delaware	43.9	4,752.0	504.4	29.2
District of Columbia	0.0	0.0	0.0	0.0
Florida	74.4	14,108.8	1,239.8	652.9
Georgia	75.5	8,731.5	693.8	41.3
Hawaii	40.3	3,824.3	241.5	0.0
Idaho	0.0	0.0	0.0	0.0
Illinois	72.6	7,023.1	704.1	0.0
Indiana	47.0	4,376.9	285.9	238.5
Iowa	0.0	0.0	0.0	0.0
Kansas	0.0	0.0	0.0	0.0
Kentucky	45.3	8,084.3	1,213.2	626.6
Louisiana	34.0	18,496.9	1,589.8	2,445.9
Maine	0.0	0.0	0.0	0.0
Maryland	25.0	5,330.0	533.0	0.0
Massachusetts	0.0	0.0	0.0	0.0
Michigan	64.2	5,667.1	570.9	251.3
Minnesota	0.0	0.0	0.0	0.0
Mississippi	0.0	0.0	0.0	0.0
Missouri	64.1	4,529.4	644.2	27.5
Montana	0.0	0.0	0.0	0.0
Nebraska	0.0	0.0	0.0	0.0
Nevada	0.0	0.0	0.0	0.0
New Hampshire	0.0	0.0	0.0	0.0
New Jersey	46.0	10,351.8	805.3	566.9
New Mexico	25.2	1,033.8	176.5	0.0
New York	42.0	1,181.0	390.5	42.0
North Carolina	41.3	332.6	100.5	0.0
North Dakota	0.0	0.0	0.0	†
Ohio	46.6	3,440.5	558.9	50.7
Oklahoma	0.0	0.0	0.0	0.0
Oregon	15.1	135.7	28.6	0.0
Pennsylvania	2.2	2,756.0	217.8	79.7
Rhode Island	0.0	0.0	0.0	0.0
South Carolina	39.0	507.8	55.7	0.0
South Dakota	0.0	0.0	0.0	0.0
Tennessee	32.9	11,470.7	1,230.3	1,281.8
Texas	56.0	840.2	89.6	0.0
Utah	16.7	837.2	33.5	0.0
Vermont	0.0	0.0	0.0	0.0
Virginia	156.7	2,814.8	380.9	75.7
Washington	66.6	15,652.2	1,757.3	1,859.2
West Virginia	0.0	0.0	0.0	0.0
Wisconsin	19.4	2,584.4	216.8	0.0
Wyoming	0.0	0.0	0.0	†

† Not applicable.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Private School Universe Survey (PSS), 2019–20.